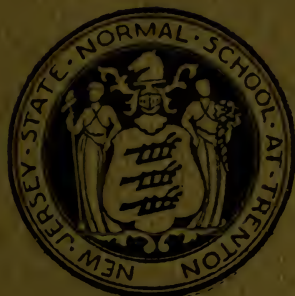


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1915/16

# STATE NORMAL AND MODEL SCHOOLS

AT TRENTON, NEW JERSEY



SIXTY-SECOND ANNUAL REPORT  
AND CATALOGUE

1916

UNIVERSITY OF MICHIGAN  
JAN 11 1917













STATE NORMAL AND MODEL SCHOOLS, TRENTON, N. J.

STATE BOARD OF EDUCATION OF NEW JERSEY

SIXTY-SECOND ANNUAL REPORT  
AND CATALOGUE

OF THE

STATE NORMAL AND  
MODEL SCHOOLS

AT TRENTON

FOR THE YEAR ENDING JUNE 30TH

1916

TRENTON, N. J.  
MACCRELLISH & QUIGLEY Co., State Printers

1917



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Members of the State Board of Education of  
New Jersey

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ERNEST R. ACKERMAN, .....	PLAINFIELD
CALVIN N. KENDALL, Commissioner of Education and ( <i>ex officio</i> ) Secretary, .....	TRENTON

## Committee on State Normal and Model Schools at Trenton

[illegible]





## FACULTY

---

JAMES M. GREEN, PH.D., LL.D., PRINCIPAL.

---

WANDELL B. SECOR, B.S., ACTING PRINCIPAL, AND SUPERVISOR OF  
MODEL SCHOOL.

---

### Normal School

LEVI SEELEY, PH.D.,

*Instructor in School Management and Principles of Secondary Education.*

---

KATE D. STOUT,

*Training Teacher.*

---

GRACE A. WOOD,

*Training Teacher and Instructor in Kindergarten Methods.*

---

BESSIE LEE GAMBRILL, M.A.,

*Instructor in Psychology.*

---

ELIZABETH W. CROWELL, B.A.,

*Instructor in Drawing.*

---

HATTIE FENTON,

*Associate in Drawing.*

---

SUSAN A. REILLY,

*Instructor in Geography.*

WILLIAM N. MUMPER, PH.D.,  
*Instructor in Physics.*

---

ROBERT G. LEAVITT, PH.D.,  
*Instructor in Botany and Zoology.*

---

FRANK H. SCOBAY,  
*Instructor in Arithmetic.*

---

F. EUGENE SEYMOUR, M.A.,  
*Instructor in Higher Mathematics.*

---

SARAH A. DYNES, PH.B.,  
*Instructor in History.*

---

PEARL M. ZANES,  
*Associate in History.*

---

SARAH J. McNARY, PH.D.,  
*Instructor in English.*

---

EDITH NOBLES,  
*Associate in English.*

---

HARRIET ALDEN,  
*Instructor in Psychology.*

---

ELSIE M. BARTLETT, B.S.,  
*Instructor in Psychology.*

---

CHARLES CONRAD HEWITT, B.A.,  
*Instructor in History of Education and School Management.*

HELEN P. HUTCHINSON, B.A.,  
*Instructor in English.*

---

## Normal and Model

C. D. CLARKSON,  
*Instructor in Commercial Branches.*

---

H. B. BOICE, M.D.,  
*Instructor in Hygiene and Director in the Gymnasium.*

---

ELIZABETH C. MACPHERSON, B.S.,  
*Instructor in Physical Training.*

---

CHARLES A. BURT, B.S.,  
*Instructor in Manual Training.*

---

HARLEY E. SMITH,  
*Instructor in Manual Training and Mechanical Drawing.*

---

GRACE HEWARD,  
*Instructor in Class Music.*

---

EMMA J. LAFETRA,  
*Instructor in Class Music.*

---

MINNIE DOROTHY EBY, M.A.,  
*Instructor in Chemistry.*

---

BESSIE R. TRUSDELL,  
*Associate in Chemistry.*

---

HAROLD M. JENNINGS, M.A.,  
*Instructor in Physics.*

HOWARD S. PACKARD, B.A.,  
*Instructor in Latin and English.*

---

ELIZABETH P. SHEPPARD, B.S.,  
*Instructor in Botany and Zoology.*

---

EDNA BACKSTER,  
*Instructor in Sewing.*

---

BERNICE C. REANEY,  
*Instructor in Domestic Science.*

---

BERTHA RAINEAR,  
*Associate in Domestic Science.*

---

ROSE C. MEAD,  
*Instructor in Stenography, Typewriting and Penmanship.*

---

AGNES B. HUMMER,  
*Instructor in History and Assistant Training Teacher.*

---

GADARINE HARONIAN, M.A.,  
*Instructor in French.*

---

M. EMILY DAW,  
*Instructor in English.*

---

ELEANOR B. PARMENTER, B.S.,  
*Instructor in History.*

---

COUNTESS MITCHUM, M.A.,  
*Instructor in Botany and Zoology.*

NELL CONWAY, M.A.,  
*Instructor in German.*

---

EFFIE GEORGINE KUHN, B.A.,  
*Instructor in Public Speaking and Director of Platform Work.*

---

### Model School

Alice L. Brewster, B.A.,  
*Instructor in English.*

---

SARAH R. BUDD, B.A.,  
*Instructor in Latin.*

---

M. LILIAN NEWMAN,  
*Instructor in Geography.*

---

ADA A. REED, B.A.,  
*Instructor in English.*

---

GEORGE G. BROWER, M.S., M.A.,  
*Instructor in Mathematics, and Preceptor in Boys' Hall.*

---

RACHEL W. TAYLOR,  
*Instructor in Drawing.*

---

FLORENCE AYRES, B.S.,  
*Instructor in Mathematics.*

---

LUELLA SEAGER, B.A., M.S.,  
*Instructor in History and Literature.*

## STATE NORMAL SCHOOL REPORT

SARAH MESEROLL, M. of Ed.,  
*Instructor in Grammar C.*

---

KEITH BROWN, B.A.,  
*Instructor in Mathematics.*

---

EMMA C. FAUSSETT,  
*Instructor in Grammar D.*

---

MERCY A. PEARSON,  
*Instructor in A Primary.*

---

MARY ELIZABETH CHICK,  
*Instructor in B Primary.*

---

HARRIET T. BAILY,  
*Instructor in C Primary.*

---

NELLIE ELIZABETH LAIR,  
*Instructor in D Primary and Kindergarten.*

---

### Individual Instructors

---

PAUL AMBROSE,  
*Instructor in Piano and Musical Theory.*

---

WILLIAM OTTO POLEMANN,  
*Instructor in Voice Culture.*

---

ALBERT T. STRETCH,  
*Instructor in Violin.*



GEORGE S. STANNARD,  
*Instructor in Mandolin, Banjo and Guitar.*

---

SUSIE O. KINGMAN,  
*Preceptress in Girls' Hall.*

---

MARGARET I. WADE, -  
*Assistant Preceptress in Girls' Hall.*

---

HELEN W. WEST,  
*Teacher-Clerk.*

---

LUCILE GREEN, B.A.,  
*Registrar.*

---

MARTHA F. NELSON,  
*Librarian.*

---

ADELMA GILLETTE,  
*Associate Librarian.*

---

JANE L. HINMAN,  
*Secretary.*

---

JOHN S. NEARY,  
*Steward and Custodian of Receipts.*

---

CORNELIA D. PROVOST,  
*Manager of Dormitories.*



# Report of the State Board of Education

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*To the Senate and General Assembly:*

In pursuance of law, there are here presented the reports of the New Jersey State Normal and Model Schools at Trenton and the Boarding Halls of the same.

The enrollment in the Normal School was 683, that in the Model School was 469.

The Normal School graduated 260 students, all of whom have received appointments to teach. The average beginning salary received was \$53.08, being eighty-five cents more per month than that received by the class of last year. The Model School graduated 38 students; 11 of these entered the Normal School, and most of the others have taken up advanced courses of study in other institutions of learning.

The new courses of study which the added equipment and increase of the teaching force have made possible have been established. These courses will add materially to the usefulness of our institution in the preparation of teachers for the work that they will be called upon to do in the State.

The parcel of land known as Tract No. 2 on Model Avenue, purchased by the State for playground and school garden purposes, has been graded and fenced, and we hope to make use of it at an early date.

For fuller details you are referred to the report of the Principal.

Respectfully submitted,

JOSEPH S. FRELINGHUYSEN,

*President.*



## Principal's Report

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*To the State Board of Education:*

GENTLEMEN—In the Principal's report for the year 1915 attention was called to the fact that the Normal School at Trenton had been equipped, so far as buildings and apparatus were concerned, to thoroughly prepare teachers to meet the industrial needs of the State along the lines of manual training, domestic science, and the commercial branches. The logical, and, I am glad to say, the actual development of the school during the year 1916 has been in the formulation of new courses of study, the extension of courses already in the school, and in the addition of more teachers in those departments particularly which are closely related to the industries.

The teaching force of the manual training department has been increased by the addition of another teacher. This has made it possible to reduce the size of the classes to reasonable and workable limits in the shop, to arrange the schedule so that double periods instead of single periods are offered in shop work, and to offer a fully organized manual training course which covers two years of work and enables the students in the course to do shop work during this time five times per week in double periods. The drawing in the course consists in one year of free-hand and one year of mechanical drawing. The installation of lathes, a grinder, band saw and other woodworking machinery makes possible a very thorough preparation of our students for the work of teaching manual training in the schools of the State.

In the domestic science department the addition of a regular teacher and an assistant has made it possible to organize the work in a way which heretofore has been impossible because of lack of teachers, and, further, has enabled us to add a course in sewing. This course will run through the entire two years. In

the first year the work will consist of elementary handwork and clothing. The problems considered will be those suitable to grade work. A further consideration in the course will be a study of textiles as to origin, economics and chemistry. This will be followed in the second year of the course by work in dress design, which includes drafting and draping, and elementary dressmaking and costume design.

In response to the needs of the State for commercial teachers the commercial department of the Normal School has been enlarged and reorganized. We are now offering a two year commercial course, including the subjects of accounting, stenography, typewriting, commercial law, political economy, etc., together with methods of presenting these subjects. A student completing this course will not only be licensed to teach in the grades, but will be fully equipped to teach the subjects studied in the high schools of the State.

The equipment of our commercial department further enables us to offer an additional course in the Model School. It is a matter of common knowledge that there are many students in the secondary school who do not expect to go to institutions of higher learning. These students desire to come out at the end of their secondary training equipped for work along some line of activity. This course in the Model School enables such students to prepare themselves for a business career.

In recent years the question of the proper training of the subnormal child has been constantly in the minds of school men. The desirability of separating the subnormal children from the others so that they may be trained under teachers especially prepared for the work has been established. In order to prepare teachers for this kind of work the teaching force of the department of psychology has been enlarged, and we are now offering two new courses in which a study is made of the needs of the subnormal child, and consideration is given to proper methods of teaching him. It is the hope of the department to offer here an opportunity for the thorough preparation of teachers of special classes made up of subnormal children.

At the beginning of this year the equipment of our building







SOUTH VIEW, SHOWING NEW WING.

and the increase in the teaching force should have enabled us to take all students who applied for admission. We did take all the day students who applied for admission, and all boarders up to the capacity of our dormitories. There were some, however, who wished to come to us as boarders who were not able to do so as our dormitories were filled.

Our school was scheduled to open on September 12th. Owing to the prevalence of poliomyelitis throughout the State the Normal School at Trenton and the high school department of the Model School did not open until October 2d. The elementary department of the Model School did not open until October 30th. This made necessary a rearrangement of our quarters and vacations.

In the year 1914 a new fireproof staircase leading to the auditorium was constructed on the Normal end of the building. During the past summer a similar construction was completed on the Model side. These repairs have added greatly to the safety of the building.

The enrollment of the Normal School for the opening term of the year 1916-17 is 660; that of the Model School is 505.

## DATA

## NORMAL

	<i>Men.</i>	<i>Women.</i>	<i>Totals.</i>
First quarter, .....	18	602	620
Second quarter, .....	17	582	599
Third quarter, .....	18	586	604
Fourth quarter, .....	18	585	603

Total number of students enrolled during the year, 682; men, 22; women, 660.

During the year 348 new students entered Normal: 337 directly as high school graduates, 7 after a period of absence, and 4 on college diplomas.

## MODEL

	<i>Boys.</i>	<i>Girls.</i>	<i>Totals.</i>
First quarter, .....	184	261	445
Second quarter, .....	179	263	442
Third quarter, .....	179	255	434
Fourth quarter, .....	175	252	427

Total number of students enrolled during the year, 469: boys, 189; girls, 280. The average enrollment per quarter was 437: boys, 179; girls, 258.

The Normal enrollment is larger than that of last year by 43. The Model enrollment is larger than that of last year by 9. The average enrollment is 3 more than that of last year.

## GRADUATES

The number of students graduated from the Normal School during the year was 260: 254 women and 6 men.

The average monthly salary received by the class is \$53.08.

The class of 1915 have raised their average salary from \$52.23 to \$56.70.

The following table will be of interest, showing our relation to the different counties:

COUNTIES.	Number in Normal.	Number of Graduates of N. J. Normal School at Trenton Employed.	Number of State Normal Graduates of Other States Employed.	Number of Graduates of 1916 Employed.
Atlantic, .....	19	93	219	6
Bergen, .....	19	287	418	22
Burlington, .....	50	108	45	14
Camden, .....	33	150	139	18
Cape May, .....	11	25	38	9
Cumberland, .....	51	78	45	13
Essex, .....	6	280	907	4
Gloucester, .....	25	41	39	7
Hudson, .....	27	256	369	5
Hunterdon, .....	28	52	18	14
Mercer, .....	119	280	56	23
Middlesex, .....	68	241	120	38
Monmouth, .....	68	195	157	15
Morris, .....	27	96	91	8
Ocean, .....	27	29	24	6
Passaic, .....	5	89	219	6
Salem, .....	13	29	31	9
Somerset, .....	15	64	75	12
Sussex, .....	15	28	24	2
Union, .....	22	114	286	6
Warren, .....	26	32	12	3

The number of graduates of the Model was 38: 11 boys and 27 girls. Of these, 11 entered the Normal School, 11 entered

college, 3 are in other institutions of learning, 2 are pursuing post-graduate courses, 3 are in business, and 7 are at home.

#### FACULTY

At the close of the year three teachers and four associates in the various departments resigned and were replaced by others, and the enlargement of our courses made necessary the employment of five additional teachers and another associate.

Miss Lillie A. Williams, who had been a teacher in the State Model and Normal Schools at Trenton since 1871, and had been teaching psychology with marked distinction since 1891, resigned, desiring to be placed on the retired list.

Recognizing the valuable and distinguished service which Miss Williams had rendered the institution, a very thorough canvass was made to find a person who should be able to carry on her work in psychology in the school.

Miss Bessie Lee Gambrill was engaged for the position which Miss Williams's resignation left vacant. Miss Gambrill was graduated from the Ellicott City High School, Maryland; Western Maryland College, and Teachers' College of Columbia University. Miss Gambrill taught in the public schools of Howard and Baltimore Counties, Maryland, for seven years, and was for several years at the head of the department of psychology and education at Alfred University, Alfred, New York. During the past year she taught educational psychology under the extension department of Columbia University. Miss Gambrill has had liberal experience in public speaking, and is acquainted with each phase of psychology, including that which pertains to defects.

Mr. Dickerson H. Farley, who had been a teacher of book-keeping and penmanship in the Normal and Model Schools since 1873, resigned to go on the retired list. Mr. Farley, who is the author of a system of penmanship, left behind him a record of long and faithful service.

Mr. C. D. Clarkson was appointed to the position left vacant by Mr. Farley. Mr. Clarkson is a high school and business school trained man, and in addition to special courses taken in



the University of Chicago and University of Pennsylvania, had had practical office experience and experience in auditing and installing systems of records. He had been a teacher and part-owner of a business school for a period of four years, and had taught for fourteen years in the day and evening schools of Drexel Institute. During the past two years he acted as assistant director of the evening schools of that Institute. Mr. Clarkson came to us fully qualified, both by training and experience, for the work of reorganizing our commercial department.

Miss Ruby Lee Lamb, who had been a teacher of public speaking in our school since 1910, and had been successful in building up this department, resigned. Her place was filled by Miss Effie Georgine Kuhn. Miss Kuhn is a graduate of Wellesley College, where she took the work which they offer in public speaking, continuing the study of this subject at the Noyes School of Expression, in Boston. She had a successful teaching experience of four years at the Walnut Hill School, Natick, Mass.

Miss Edna Backster, who had taught third grade in the Model School for several years, and who had completed courses in sewing in Columbia University, was transferred to the domestic science department in the Normal School to take the work of sewing. Miss Backster combines strong natural ability in this work with an intimate knowledge of grade requirements, as well as secondary school conditions.

Miss Backster was succeeded in the third grade work by Miss Mary Elizabeth Chick, who graduated from the Normal School as valedictorian of her class, and afterward taught with marked success in Plainfield.

Miss Elsie May Bartlett was engaged as an additional teacher in the department of psychology. Miss Bartlett was graduated from the State Model School and the State Normal School at Trenton in 1908, and entered the University of Pennsylvania, where she completed a course in 1915. During the year 1916 she was engaged on the faculty of the University of Missouri as a teacher of psychology and assistant in pedagogy. Miss Bartlett came to us with the warmest commendation of the faculty of the University of Pennsylvania.





NORTH VIEW, SHOWING ENLARGED GYMNASIUM



Mr. Harley E. Smith came to us as an additional teacher of manual training and mechanical drawing. Mr. Smith was graduated from the Manual Training High School of Camden and from Drexel Institute, and had had successful experience in teaching. He is fully acquainted with the various appliances of an up-to-date manual training department from his experience as an assistant instructor in the wood shop at Drexel.

Miss Luella Seager was engaged as an unassigned teacher, and was appointed to work in history and literature in both the Normal and Model departments. Miss Seager was graduated from the Brockport Normal School, and took the degrees of B.A. and M.A. at Teachers College, Columbia University. She was sent by Teachers College to Scotland as an exchange teacher in the Training College at Dundee, and she had had successful experience in teaching in the training department of the Ypsilanti State Normal School, Michigan.

Miss Rose C. Mead came to us as an assistant in the commercial department. Miss Mead was graduated from the Manual Training High School, Brooklyn, and also took a post-graduate course in that institution. After some experience in teaching in the grades, she was graduated from the commercial course of Drexel Institute in 1911, and after leaving Drexel was at the head of the commercial department of the Stroudsburg High School, where she taught all of the commercial branches.

Miss Bertha Rainear was appointed associate in the domestic science department. The following associates resigned to take regular teaching positions in the State: Esther Bacon, English; Sara I. Perrine, History; Esther Hulsart, Chemistry; Louise Betticher, Library Work. The following were appointed to succeed those leaving us: Edith Nobles, English; Pearl M. Zanes, History; Bessie R. Trusdell, Chemistry; Adelma E. Gillette, Library.

#### LIBRARY

The library of the school is almost entirely a reference library. It contains about seven thousand volumes. The books circulated and used during the ten months of school numbered about 13,000, according to the library method of counting circulation. Our

own library is supplemented very ably by the Trenton Free Public Library, and by the State Library at the Capitol.

One of the very important functions of the school is to teach the proper use of the library both as to the method of finding material on subjects and recognizing educational values. The tendency of the day under the strong library impulse has been to substitute the library book for the textbook, a tendency fatal to discipline on the part of young students.

#### LECTURES

A number of lectures and recitals were given before the school, most of them designed to supplement departmental work—a few of a general nature—as follows: The Hygiene of the Eye, by Dr. Charles F. Adams, of Trenton; Defective Children, by Miss Meta Anderson, of Newark; Life Portrayals of Charles Dickens, by Mr. William Sterling Battis; The War and Democracy, by Mr. S. K. Ratcliffe, of the London University Extension Board; The Trend of American Farm Life, by Dr. Liberty H. Bailey, late Dean and Director of New York State College of Agriculture, Cornell University; The Real Origin of the American Government, by Prof. William Starr Myers; Mexico, by Mr. Harry C. Ostrander; Uncle Remus Stories, by Mr. Richard T. Wyche; Selections from Shakespeare's Plays, by Mr. Allan B. Walsh; Employer's Liability Act, by Charles A. Malloy, Esq., attorney-at-law; Books for Boys, by Mr. Franklin K. Mathiews, Chief Scout Librarian; Superintendent Edwin C. Broome, of East Orange; Bank Checks and their Relation to the Commercial World, by Mr. Charles H. Fetter, of the Trenton Banking Company; Life Insurance, by Mr. George C. Bullock, of the Connecticut Mutual; and a canning demonstration by Miss Anna Hauser and Miss Fannie Cooper, in charge of the girls canning clubs of the State, to the members of the domestic science and nature classes.

## MISCELLANEOUS ENTERTAINMENTS

Suitable entertainments were conducted in recognition of the various holidays. Of these, A Christmas Program, arranged by the department of history, was notable for originality as well as for strength in composition and skill in dramatization.

At the invitation of the faculty, the parents and friends of the Model School pupils visited the school on the afternoon of May 26th to view an exhibition of specimens of the pupils' handwork for the year. A reception was tendered the guests in the gymnasium, after which a cantata was presented on the campus.

In honor of the first celebration of Jersey Day, May 12th, Governor James F. Fielder addressed the school.

In recognition of Arbor Day the school gave a collection, from which a number of trees were purchased, a set of pictures of the Presidents of the United States, and several carbon and Copley prints. The Model class, and the Normal June and February classes, gave contributions toward suitable memorial gifts.

The Philharmonic Orchestra, of the violin department, gave a complimentary concert, assisted by Maybelle Chapman Ryan, soprano, and Anna Roberts, pianist.

The pupils of the Department of Music gave their usual spring recital.

## PHYSICAL TRAINING

There are three athletic associations in the school: The Athletic Association, The Normal Girls Athletic Association and the Model Girls Athletic Association.

In addition to these regular associations, there are a number of class and group formations for basketball, tennis, hockey, bowling, baseball, football, etc.

There are leading teams that exchange games with teams from other schools, but the great purpose of the school in all its sports is to promote good health and natural student activities, rather than to devote all the energies of the school to the development of one or two teams at the sacrifice of the general student body.

On May 30th an exhibition of physical training by all of the grades of the Model School was given in the gymnasium.

#### SOCIETIES

There are fifteen societies and clubs in the school, viz., the Model Girls Literary Society, composed of Model School girls; the Thencanic, composed of young men of the Model School; the Round Table Society, the Normal Pedagogical Club, the Normal Dramatic Club and the Shakespeare Society, composed each of young men and women of the Normal School; the Gamma Sigma Society, the Arguromuthos Society, the Philomathean Club, the Theta Phi Society and the Ionian Society, composed each of young ladies from the Normal and Model departments; the Y. W. C. A. of the Girls Hall; the Orpheus Glee Club, composed of boys and girls of the Model department, the Philomela Glee Club, composed of young women of the Normal department and the Manual Training Club.

The general program of the literary societies includes oration, recitation and reading, but debate is the prominent feature.

A number of the societies gave somewhat informal Friday evening programs for the entertainment of the boarders during the recreation hour. In addition to these entertainments more formal public programs were given in the auditorium as follows: Concert by the Orpheus Glee Club, assisted by the State Schools Orchestra; "The Return of Proserpina," a cantata, given on the campus by the Philomela Glee Club, assisted by the Model School pupils; "A Rose O' Plymouth Town," presented by the Ionian Society; "The Neighbors" and "The Burglar," presented by the Shakespeare Society; "Princess Chrysanthemum," presented by the Arguromuthos Society.

All of the literary societies, excepting the Thencanic, enter into a series of trial contests. The final contest was between the Gamma Sigma Society and the Normal Pedagogical Club. It consisted of orations, recitations, short stories and debate, the latter on the subject—Resolved, That all secondary schools in the United States should be required to provide a course in military training, compulsory for all male students. The contest

was won by the Normal Pedagogical Club, which took the affirmative.

The Eastern Interscholastic Oratorical Association held its thirteenth annual contest in our auditorium. The contest was won by Peddie Institute. Carroll D. Fearon represented the Thencanic Society.

The fourth interscholastic debate between Lincoln Society of George School and the Thencanic took place in George School on the subject—Resolved, That the federal government should spend at least \$5,000,000 more for armament during the next five years than was expended for that purpose during the preceding five years. The Thencanic Society took the affirmative and won the debate.

The third public debate between Swarthmore College freshmen and the New Jersey State Schools Contest Association was held in the auditorium of the State Schools on the subject—Resolved, That an international police force should be established to enforce international treaties and agreements and preserve international peace. The State Schools took the affirmative and won the debate.

#### SCHOOL ORCHESTRA

The school orchestra plays for morning exercises and on special occasions throughout the year. Students desiring to play in the orchestra should bring their instruments and make application to the music department for membership. There are weekly rehearsals under the leadership of Mr. Stretch.

#### COMMENCEMENTS

The awarding of diplomas to the February class of the Normal School took place in the auditorium on the morning of Friday, January 28th.

The Grammar A promotion exercises were held Wednesday, June 14th. Among the leading features of the program were a debate—Resolved, That the United States should free the Philippine Islands now—and the presentation of a scene from "Midsummer Night's Dream," arranged by the pupils.



The senior day exercises of the Normal School consisted of a scene from one of Shakespeare's plays, and dances and songs by groups of girls, each group representing a flower named in Shakespeare's works.

The Model class day program was given Monday, June 19th, and the Normal class day program Tuesday, June 20th.

The Model School commencement was held June 20th, and the Normal School commencement June 21st.

#### ALUMNI

The Alumni Association held its twenty-eighth annual meeting Saturday, June 17th. The order of exercises was a business meeting in the auditorium, followed by luncheon in the dining-room at the dormitories, where the program consisted of greetings by the President and Toastmaster, Mr. I. Trumbull Wood, responses by Mr. Lester H. Dix, Miss Marie Collisi, Miss Prudence K. Jamieson, Mr. Charles Malloy, Mrs. Josiah Stryker, Miss Martha Downs, and Principal Green; a soprano solo by Miss Mabel Stephenson, and selections by the State Schools Orchestra.

At the business meeting the following officers were elected for the ensuing year:

*President*—CHARLES A. PHILHOWER, Normal, Belvidere.

*Model Vice-President*—\*MISS PRUDENCE K. JAMIESON, Lawrenceville.

*Normal Vice-President*—MISS SADIE J. CRANMER, 296 Spring St., Trenton.

*Corresponding Secretary*—MISS EDNA BACKSTER, Normal, State Normal School, Trenton.

*Recording Secretary*—MRS. ALBERT T. STRETCH, Model and Normal, 129 Monmouth St., Trenton.

*Treasurer*—MISS JESSIE V. CLAYTON, Model, 41 Prospect St., Trenton.

All graduates of the Normal and Model, and all who came within one year of graduation, are eligible and earnestly desired as members of the Association.

The North Jersey Alumni Association held its twentieth annual meeting April 8th at the Hotel McAlpin, New York.

The following officers were re-elected for the present year:

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\*Deceased.





"RETURN OF PROSERPINA"—CANTATA ON THE CAMPUS.



*President*—MISS EVA E. STRUBLE, 203 North 7th St., Newark.

*Vice-President*—MRS. C. O. BLAISDELL, 1091 Bushwick Ave., Brooklyn, N. Y.

*Secretary and Treasurer*—REEVES D. BATTEN, 264 Oriental Pl., Lyndhurst.

*Chairman of Executive Committee*—H. H. PHILLIPS, Roseville Avenue School, Newark.

There are throughout the State a number of small alumni associations of the different literary societies.

These alumni activities are among the very strongest influences for promoting the welfare of our institution in all its significance.

## Normal School

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### Extract from the School Law of New Jersey

"State Normal Schools shall be maintained for the purpose of training and educating persons in the science of education and art of teaching. Tuition in said schools shall be free.

"Each county shall be entitled to at least six times as many pupils in such schools as it shall have representatives in the Legislature. In case any county shall not have the full number of pupils to which it shall be entitled, pupils may be admitted from other counties. Pupils when admitted shall sign a declaration that they intend to teach in the public schools of this State for at least two years immediately after being graduated, unless excused temporarily by the State Board of Education, and that if they do not so teach, they will refund to the State the cost of their education.

"The State Board of Education may maintain model schools under regular teachers, in which pupils of the Normal Schools shall have the opportunity to observe and practice approved methods of instruction and discipline."

For Model School see page 69.

In accordance with the above statute the State Board of Education, on December 4th, 1915, passed the following resolutions:

*Resolved*, That after January 1st, 1916, admissions to the Normal Schools from each county shall be in proportion to the number of representatives in the Legislature, and that if any county does not avail itself of the quota to which it is thus entitled, then the number of admissions to which such county is entitled, but does not use, shall be divided among the other counties in proportion to representation in the Legislature; and that the counties now having an excess apportionment in the State Normal Schools shall not be allowed a further apportionment of students until that excess is reduced to its normal apportionment, unless there are no applications from other counties.

*Resolved*, That in case a county has more applicants than the Normal Schools can receive, a number shall be allotted to each approved high school in that county in proportion to its relative enrollment; and be it further

*Resolved*, That in case a high school does not take its quota, its surplus shall be assigned to other high schools in that county in proportion to their enrollment; and be it further

*Resolved*, That in case the applicants from a high school are in excess of the number that can be received, they shall be accepted in the order of their standing in scholarship in that high school.

*Resolved*, That January 1st and June 1st in each year shall be the last dates for receiving applications for the apportionment of students for the next succeeding terms of the Normal Schools.

### CONDITIONS OF ADMISSION

Applicants, to be admitted to the Normal School, must be residents of this State, must be at least sixteen years of age, in good health and of unquestionable moral character. They must be graduates of a high school on the approved list, or the equivalent.

### ADMISSION ON CERTIFICATE

A person may be admitted to any of the courses without examination on presenting a first grade county teachers certificate, a permanent elementary or secondary certificate, or a certificate of graduation from an approved high school.

A certificate from an approved high school should count from 72 to 80 points, and should include those subjects that are essential to the Normal required units in methods, including drawing, plane geometry, algebra, botany, zoölogy, history, the college entrance requirements in English; for the manual training course, physics; for the domestic science course, physics and chemistry; for those admitted on certificate applicants are of necessity conditioned unless prepared for the required units. (See description of units.)

A full course in one foreign language is preferable to partial courses in two or more.

Students in the general course who have not had physics and chemistry in the high school will be required to take both in the Normal School, those who have had but one will be required to take the other.

College graduates may be admitted to a five-month course especially arranged.

### ENTRANCE ON EXAMINATION

A person desiring to be admitted on examination should submit the subjects on which he wishes to be examined. If these subjects are the equivalent of a four-year high school course, questions will be made out on them.

This arrangement is made in order that the various courses of the high schools may be recognized.

### INSTRUCTIONS CONCERNING REGISTRATION

As soon as a person decides to enter the school she should make formal application to the Principal to have her name placed on the register, and forward her full name, age, address, the term and department (Normal or Model) she wishes to enter, the statement whether she is to be a boarder or day pupil, and a reference as to her character. The applicant's name will be registered as soon as this information is received. A blank form for the statement of the high school work will be sent. This form may be filled out as it would be at the end of the year, and filed, subject to graduation. If possible, it should be returned by the first of June for the September term, and by the first of January for the February term. In cases where

this is not feasible, the certificate may be forwarded immediately after graduation from high school, but in every case *registration* must be made by June first or January first.

Persons desiring to take entrance examinations should notify the Principal by June first. Examinations are held only in June.

The rules concerning admission make it necessary that the school reserve definite acceptances until a given date in order that all applicants may be properly considered. As soon as possible after that date, namely, January first for the February term, and June first for the September term, notices of appointment will be sent.

### REGISTRATION FEE

*Any person* wishing to engage a room in the dormitories for the fall term must, on or before June first, deposit the sum of five dollars, which sum will be deducted from the first quarter's board bill. Should the engagement for such room be canceled before August fifteenth, the five dollars will be remitted; if later than this date, it will be forfeited.

Should a room be engaged for the September term after June first, the deposit of five dollars must be made at the time of the engagement.

Any new student wishing to engage a room for the winter term must make a deposit of five dollars on or before January first. This sum will be remitted if the engagement is canceled on or before January twentieth.

Rooms will not be held longer than the third day after the opening, unless by special arrangement.

Deposits should be made with John S. Neary, Steward, P. O. Box 336, Trenton.

Applicants who have not paid the registration fee at the respective dates specified will not be considered.

All requests for special rooms and roommates will be filed and granted, if possible.

For dates, see Calendar.

The following schools are on the Approved List:

### Public High Schools

Asbury Park,	Bound Brook,	Clinton,	Glassboro,
Atlantic City,	Bridgeton,	Closter,	Glen Ridge,
Atlantic High'nds,	Burlington,	Collingswood,	Gloucester,
Barneгат,	Butler,	Cranford,	Hackensack,
Bayonne,	Caldwell,	Dover,	Hackettstown,
Belleville,	Camden,	Dumont,	Haddonfield,
Belvidere,	Cape May,	East Orange,	Haddon Heights,
Bernardsville,	Cape May C. H.,	Elizabeth,	Hamburg,
Blairstown,	Chatham,	Elmer,	Hampton,
Bloomfield,	Cliffside Park,	Englewood,	Hammonton,
Boonton,	Clifton,	Flemington,	Harrison,
Bordentown,	Clayton,	Freehold,	High Bridge,

Hightstown,	Montclair,	Phillipsburg,	Succasunna,
Hoboken,	Moorestown,	Plainfield,	Summit,
Hohokus,	Morristown,	Pleasantville,	Sussex,
Hopewell,	Mount Holly,	Point Pleasant,	Toms River,
Irvington,	Netcong,	Princeton,	Town of Union,
Jamesburg,	Newark,	Rahway,	Trenton,
Jersey City,	New Brunswick,	Ramsey,	Tuckahoe,
Kearny,	Newton,	Red Bank,	Tuckerton,
Keyport,	North Plainfield,	Ridgefield Park,	Verona,
Lakewood,	Nutley,	Ridgewood,	Vineland,
Lambertville,	Ocean City,	Rockaway,	Washington,
Leonia,	Ocean Grove,	Roselle,	Westfield,
Leonardo,	Orange,	Roselle Park,	Westwood,
Linden,	Palmyra,	Rutherford,	West Hoboken,
Long Branch,	Park Ridge,	Salem,	West Orange,
Madison,	Passaic,	Shiloh,	Whippany
Manasquan,	Paterson,	Somerville,	Wildwood,
Matawan,	Paulsboro,	South Amboy,	Woodbine,
Metuchen,	Pemberton,	South Orange,	Woodbridge,
Milburn Twp.,	Penn's Grove,	South River,	Woodbury,
Millville,	Perth Amboy,	State Model,	Woodstown.

#### Private High Schools

Blair Presbyterial Academy,	Pennington Seminary,
Bordentown Military Institute,	Pingry School,
Carlton Academy,	Princeton Preparatory School,
Carteret Academy,	Peddie Institute,
Centenary Collegiate Institute,	Rutgers Preparatory School,
College of Mount St. Mary,	Sacred Heart Academy, Hoboken,
Collegiate Institute, Paterson,	Sacred Heart Academy, Trenton,
Dearborn-Morgan School,	St. Aloysius Academy, Jersey City,
English and Classical School,	St. Benedict's College, Newark,
Friends Academy, Moorestown,	St. Dominick Academy, Jersey City,
Friends High School, Moorestown,	St. Elizabeth's Preparatory School,
German Theological School, Bloom- field,	Convent,
Hasbrook Institute,	St. Mary's High School, Trenton,
Hoover School,	St. Mary's Academy, Newark,
Ivy Hall,	St. Patrick's High School, Elizabeth,
Kent Place School for Girls,	St. Peter's High School, Jersey City,
Lawrenceville School,	St. Peter's School, New Brunswick,
Leal School for Boys,	St. Philip & St. James, Phillipsburg,
Miss Beard's School for Girls,	St. Vincent's Academy, Newark,
Miss Craven's School, Newark,	Seton Hall,
Montclair Military Academy,	Star of the Sea Academy, Long Branch,
Morris Academy,	Stevens Preparatory School,
Morristown School,	Upsala College,
Mt. St. Dominick Academy, Caldwell,	Vail-Dean School.
Newark Academy,	Wenonah Military School,
New Jersey Military Academy,	West Jersey Academy.



## TWO-YEAR COURSES OF STUDY

**General Course**

English, units 1 and 2. Geography, 1. Mathematics, 1, 2. History, 1. Drawing, 1. Manual Training, 1. Physical Training, 1. Vocal Music, 1. Botany, 1. Zoölogy, 1. Physics, 3, or Chemistry, 3. History of Education, 1. School Management, 1. Psychology, 1, 2. Practice, 1, 2, 3. Penmanship. Public Speaking.

Required to elect four additional units. Students who have not had physics and chemistry in the high school must take units 1 and 2 in *both* subjects; those who have had but one must take units 1 and 2 in the other subject.

**Kindergarten Primary Course**

English, units 1 and 2. Geography, 1. Mathematics, 1. Drawing, 1 and one elective unit. Manual Training, 1. Physical Training, 1. Vocal Music, 1 and one elective unit. Botany, 1. Zoölogy, 1. History of Education, 1. Psychology, 1, 2. Nature Study, 1. Kindergarten Theory, 1, 2, 3. Practice, 1, 2, 3. Penmanship. Public Speaking. Two electives, to be chosen after consultation with the kindergarten director.

**Domestic Science Course**

(Classes in this course begin in September only.)

English, 2. Drawing, 1, or History, 1, or Mathematics, 1. Geography, 1. Psychology, 1, 2. Botany, 1. Chemistry, 4. Physics, 4. Physical Training, 1. Cookery and Sewing, 1, 2, 3, 4. Food Production and Manufacture, 1, 2. The House, 1, 2 (credit  $\frac{1}{2}$  unit each term). Nutritional Physiology, 1. Household Management, 1. Dietetics, 1. History of Education, 1. School Management, 1. Practice, 1, 2, 3. Penmanship. Public Speaking.

**Commercial Course**

Accounting, 1, 2, 3. Stenography, 1, 2. Typewriting, 1, and Penmanship, 1 (credit 1 unit). Commercial Law and Business Forms, 1, 2. History, 1. Letter Writing, 1. English, 1, 2. Commercial Arithmetic (Mathematics, 1). School Management, 1. History of Education, 1. Psychology, 1, 2. Botany, 1. Zoölogy, 1. Physical Training, 1. Practice, 1, 2, 3. Commercial Geography, 1. Public Speaking.

**Manual Training Course**

English, units 1 and 2. Mathematics, 1. Geography, 1. Psychology, 1, 2. Botany, 1. Physics, 3. Physical Training, 1. History of Education, 1. School Management, 1. Practice, 1, 3. Drawing, 1, 2. Mechanical Drawing, 1, 2. Manual Training, 1, 2, 3, 4, 5, 6, 7, 8 (7 credits). Penmanship. Public Speaking.

(Practice 2 is provided for in the manual training department.)

**High School Teachers Course**, four years for high school graduates; five months (arranged upon application) for college graduates.

**Advanced Electives.** Persons may take electives in advance of the requirements of either of the above courses.

**Note.**—A student is classified in the term where she has most units. Students are not permitted to take more than six subjects at one time unless for very exceptional reasons, and then only in case of high rank.

**Reports.**—Reports are read to the students at the close of each term. Reports are sent to parents in case the students' work is not satisfactory. Inquiries from parents concerning the progress of students will be answered on request.

### Industrial Arts Teachers Course

The Normal School will co-operate with the Trenton School of Industrial Arts, and will admit students from that school who are qualified to enter the Normal School to the following units: History of Education, 1; Drawing, 1; Psychology, 1 and 2; School Law; Plane Geometry (if not already taken in the high school); and one unit in methods, preferably English.)

### DESCRIPTION OF UNITS

A unit is the equivalent of daily recitations for a term, or one-half the school year.

#### English

1. The study of the material used as a basis for teaching literature in the grades; national epics, mythology, adventures of legendary heroes, folklore, old ballads, stories of chivalry. Application of principles of rhetoric in the writing of themes and outlines on the subject matter of the course. Review of English grammar. (Required of all students except those in the High School Teachers course, and Domestic Science course, who may substitute unit 5.)

2. Methods of teaching language: The selection and use of stories in primary grades. Methods of teaching composition, grammar and literature. The correlation of language and other subjects taught in the grades. (Required of all students. In all cases admission to the course is conditioned upon knowledge of English grammar.) Modifications of this unit are made to meet the requirements of special courses.

3. (Elective.) English poetry from 1770 to 1850. Study of the lives and works of the leading poets of the time in the light of historical conditions.

4. (Elective.) English poetry from 1850 to the death of Tennyson.

**NOTE.**—Each student, as a condition of graduation, is required to write a thesis during the Senior year, which shall show mature grasp of subject matter and clear and forceful composition.

#### Geography

1. Geography Methods: The scope, purposes and aims of geography in the primary, grammar and high school grades. General principles underlying good teaching in geography. The use of maps, globes and illustra-



tive material. The use of the text-book. Field and laboratory work, and the available sources of geographical knowledge.

2. (Elective.) Geological history of the continent of North America. Physiographic features of the United States, with special attention to their influence on the industrial and commercial development of the country, and present commercial problems.

3. (Elective.) Special study of the State of New Jersey and selected regions.

### History

1. Methods in History. To lead students to recognize social movements and appreciate their trend and value.

The gathering of men together in groups of varying sizes; the manner in which the different phases of government such as township, municipal, state and national grow out of these gatherings; the essential exercises under these governmental forms, such as the acquiring of lands and houses, the building of roads, the organization of schools, churches, libraries, hospitals, etc., how institutions are paid for; mediums of exchange; the franchise and its limitations; international relations including exchange and highways.

The arrangement of courses of study to bring out this knowledge and adapt it to the different grades or classes of children.

Discussion of the principles which should determine the selection of subject matter and involve the experience gained from actual contact with children and the observation of their characteristics. How to find the material for the courses, and how to present it to the classes in suitable recitation form.

2. (Elective.) Europe from the close of the religious wars, 1648, to the French Revolution in 1789.

3. (Elective.) Modern European History from 1815 to 1870.

4. (Elective.) Modern European History since 1870, with emphasis upon expansion into Africa and Asia.

5. (Elective.) The Tudor and Stuart periods of English History.

6. (Elective.) History of England in the 19th century.

7, 8, 9, 10 and 11. (Elective. See High School Teachers course.)

### Mathematics

1. Arithmetic Methods: The kinds of material and the way it should be used in leading children to understand the relations and properties of number. The selection of subject matter in its relation to school activities, to the industrial and civic life of the community. How to acquire skill in the use and application of the processes of Arithmetic. The amount and kind of subject matter in the different grades.

Modifications of this unit are made in accordance with the course the student is pursuing.

2. Methods in Algebra and Geometry. (a) Algebra. Applications to arithmetic. Generalization of number and the processes in arithmetic whereby principles used in arithmetic are established and short cut pro-

cesses discovered. Use of the simple equation to solve certain types of problems in arithmetic, to manipulate formulas for indirect cases, etc. Study of graphs—their uses for representing statistics, formulas and solving problems. A suggested course in algebra for the upper grades.

(b) Geometry: Discussion of a course in inventional geometry for the grades—its content and purpose. Discussion and illustrations of the various kinds of reasoning used in pure geometry.

3. (Elective) Higher Algebra. See High School Teachers Course units.

4. (Elective.) Solid Geometry. See High School Teachers Course units.

### **Penmanship**

Good writing based upon legibility, uniformity and rapidity. How to execute and to teach vertical, intermediate and 52 degrees slant writing. The time to begin the use of pen and ink. Methods of teaching hygienic position, penholding, muscular control and correct form. Use of the blackboard, copy book and practice paper. Comparison and discussion of the old a. b. c. method with the scientific word and sentence methods of the present which correlate with other subjects of school study. What constitutes a logical, progressive and practical course of study in writing, which develops attention, interest, order, accuracy and leads to a painstaking habit.

### **Accounting**

1, 2, 3. Ledger exercises. Special column cash book to keep a simple but comprehensive record of a household or an individual. Various subsidiary books. Cost accounting. Auditing practice.

### **Stenography**

1, 2. Theory of Gregg system: drill in phonetics and their shorthand representations; word signs and other contractions; phrasing; reading; dictation drill in graded letters and documents of a varied character to develop speed and increase vocabulary.

### **Typewriting**

1. Touch method, finger drills to give evenness, regularity and precision of touch; study of mechanism and care of machine to save time; sentence drills; good form and style in letter writing; how to treat and display commercial and professional papers; preparing and tabulating statistics.

### **Commercial Law and Business Customs**

1. Origin and scope of business law, divisions and sources of business law. Contracts: Formation; subject matter; operation and discharge of contracts; uniform bankruptcy law. Agency: Principal and agent; competency of parties; classes of agents; formation of contract of agency; obligations of principal and agent; obligations to third parties; termination of agency; master and servant. Bailments: In general; for the sole benefit of one party; for the mutual benefit of both parties. Special forms

of bailments: Relation of innkeeper and guest; rights and liabilities of the parties; termination of the relation; common carriers. Sales of personal property: Formation of contract; subject matter; the price; conditions and warranties; sale by sample, etc.

### Letter Writing

1. Technique; composition; clearness; exactness; method; courtesy. Mercantile, professional, form, and social letters; telegrams; cablegrams; postal information.

### Manual Training

1. The use, construction and care of tools. The value of the various kinds of woods, their growth, strength, structure, treatment; processes of lumbering, etc. A selective series of models, most of which are useful for either the schoolroom or the home, with working drawings. Estimating amount and cost of stock used. The designing of one or more models, involving certain given exercises. The adaptation of the work to the grades.

2. Extra work similar to unit 1 for special manual training course.

3. (Elective.) Sheet brass and copper work, in the flat and raised forms; repousse and fret work; riveting, soldering, involving use of soldering irons, blowpipe and blast; etching, polishing, buffing, etc.

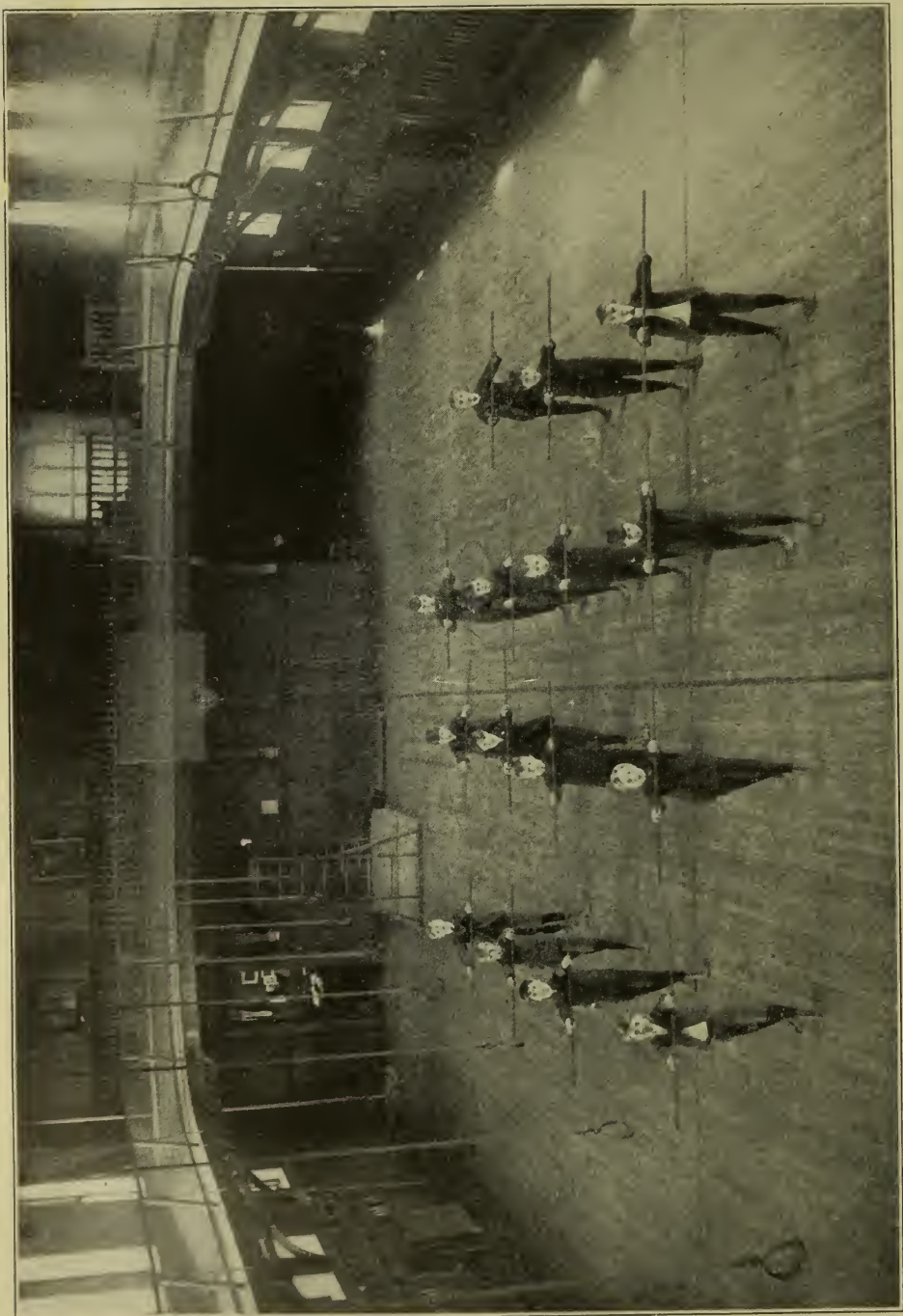
4. (Elective.) The history, growth, advantages and aims of manual training. Its different branches and systems. Various methods of fastening work together; methods of finishing woodwork, their advantages, disadvantages and adaptability to different kinds of work. Some practical work in cabinet making, pattern making, or structural work, involving both hand and machine work. Most of this work is from original designs.

5, 6, 7, 8. Methods of teaching manual training classes and practice in individual and class teaching. A close study of the history of the manual training movement. Estimating the amount and cost of materials for single piece and class work. Planning courses in manual training. Adaptability of different forms of manual training to the various grades. Planning an equipment of a suitable manual training room and estimating the cost. Advanced work in cabinet making, pattern making, structural work and turning, with the operation of the various woodworking machines. Reviews of various books and periodicals on the subject.

### Drawing

1. Principles and practice of freehand representative drawing from nature and familiar objects. Illustrative drawing in connection with other subjects, as English, geography, and history. Making of simple working drawings and patterns. Study of color and design; principles and applications with emphasis upon harmony of form and color; fitness of decoration to the use, structure, and material of articles decorated; taste in dress, home, and civic surroundings; æsthetic appreciation of good pictures. Very simple problems in lettering, clay modeling, paper cutting and folding, and weaving.





CLASS IN GYMNASIUM



2. Elaboration of the principles taught in unit 1. Aims and methods of presentation in the grades. Problems involving additional materials and processes, as dyeing, weaving, embroidering, tooling, stenciling, block-printing, bookbinding. Consideration of the chief historic styles of architecture and furniture with illustrative material.

3. More thorough work in drawing and design and their application to more difficult problems with emphasis upon technical skill and originality.

### **Mechanical Drawing**

The course is intended to give the student a knowledge of the mechanical drawing principles used in shop work.

1. Exercises for practice in using instruments. Principles of orthographic projections. The use of orthographic projection in working drawings for the shop, such as machine parts and cabinet work. Isometric projection in elementary forms of practical objects.

2. A continuation of isometric projection. Truncations and development of surfaces. Intersections of solids in practical problems. More advanced work will be given if the student is capable of taking it.

### **Physical Training**

1. Hygienic and educative.

For the individual: A prescription of special hygiene, including particular forms of muscular exercise, dependent upon the physical history and examination.

For the class: Gymnasium tactics to the extent necessary for the proper formation of the class on the floor, and as a mild introduction to the day's lesson. Formal exercises for posture following the type of drill known as Swedish. Rhythmical balance exercises, or fancy steps, for training equilibrium and for general stimulation of circulatory and respiratory systems.

Games and elementary exercises on heavy apparatus for muscular control and development of organic vigor.

Theoretical: Effects of exercise on the physical, mental and moral nature. Hygienic laws. Hygiene in its personal application and in "school hygiene."

(A thorough knowledge of elementary physiology as found in school text-books is pre-supposed.)

### **Vocal Music**

1. Composition of measure, major, minor, and chromatic scales in the treble and bass clefs. Dynamic words and signs, time words, triplet. One, two, and three part sight singing. Oral and written tonal and metric dictation.

Development of course of music for the grades. Methods of teaching. Physiological use of voice. Material for various grades.

NOTE.—Students intending to elect Music 2 must complete Music 1 before the senior 1 term. They must be able to play at sight music of moderate difficulty, have an accurate ear and a pleasing voice.

2. (Elective.) Intervals, triads, chords of the seventh, cadences, harmonization of melodies, melody writing, oral and written tonal and metric dictation. Recognition and writing of intervals and chords. Advanced sight reading. Study of rote and part songs especially adapted to public schools and for special occasions. Brief outline of ancient music, early Christian, contrapuntal, classical, romantic and modern schools. Practice teaching throughout the grades.

### Botany

1. The study of plant life from the standpoint of people who want to understand the matter for general enlightenment and for use in the care and cultivation of plants. Nutrition, absorption, fertilizers, sap movements, transpiration, growth, reproduction, responses to light and to gravity, and other principles of vegetable life. Internal structure enough to explain the functions. External organization and adaptations of the flowering plants. Classification of this group, with some use of the Manual, in order to know important families. Some spore plants, as ferns, lycopod, horsetail, moss, mold, lichen, yeast, bacteria. Practical applications. The teaching of natural history lessons. Principles and methods of nature study.

### Zoölogy

1. [Entering first-year students will begin the study of zoölogy in September. During the summer they should study animal life out of doors, familiarizing themselves with common birds and insects. Each student is required to collect a minimum of 35 insect specimens, recording time and place of collection. A statement will be asked for, showing that the 35 have been collected by the student personally. A large number of specimens will be considered creditable, but need not all be collected by the student personally.]

Prominent types of the animal series. Laboratory exercises, class discussion, lectures. A general survey of the animal kingdom. Special emphasis upon insects: structure, habits, life histories, classification and relation to human economics and health. Some of the broader aspects of zoölogical science.

The principles of nature study. Subjects and methods of animal study for the grades.

### Nature Study

1 and 2. (Elective.) First-hand acquaintance with nature study materials. The adaptation of materials to the various grades. Methods of presentation. Illustrative lessons. Excursions throughout the year. Practice in conducting nature lessons in the grades, indoor work and field work. School horticulture. Relation of nature study to agriculture. Detailed study of some subject, plant, animal or earth study. Advantages and disadvantages of correlation of nature study with other subjects. Principles of nature study teaching.



### Physics

1 and 2. General physical characteristics of matter. Energy and types of energy. Elementary mechanics of gases, liquids and solids. The elements of heat, light, sound and electricity. These subjects are treated within the high school scope. Only the simplest mathematical formulas are used.

The laboratory work is both qualitative and quantitative, and consists of simple demonstrations of principles and the verification of the most important laws. A laboratory note-book is required.

3. A comprehensive review of those parts of physics which are most closely related to the work of a grade teacher. The aim is to develop a more definite grasp of general principles and their inter-relations.

Educational values: (*a*) as a means of developing power; (*b*) as contributing to the work in geography, physiology, arithmetic, etc.; (*c*) as a source of general knowledge. Methods of teaching. Meaning and value of experimentation. The inductive and deductive method. The classroom work. Demonstration by teacher. Laboratory aims. The laboratory note-book. Classroom discussion. Classroom quiz. The use of the text-book.

Physics as a department of nature work.

4. As applied to domestic science.

### Chemistry

1. The most important non-metals and their compounds, and the general principles of elementary chemistry.

2. The most important non-metals and their compounds continued, the metals and their compounds, and the general principles of elementary chemistry.

3. (Elective.) General chemistry with qualitative and quantitative analysis.

4. As applied to the substances used in the home, including water, foods, cooking utensils, textiles, etc.

### History of Education

1. General survey, emphasizing those factors which contribute most to an intelligent conception of present conditions. A typical Oriental country; Greece and Rome; early Christian education; the Middle Ages; the Renaissance; Bacon, Comenius, Locke, Rousseau, Pestalozzi, Froebel, Herbart, Spencer, Mann and other modern reformers; development of schools since the Renaissance, modern systems and present-day tendencies.

2. (Elective.) (Open only to persons who have completed unit 1.) A detailed study of important present-day tendencies. Vocational education—industrial, commercial, agricultural and domestic; education of exceptional children; recent development of educational method; physical and moral education; social welfare movements; the statistical method and mental measurements; questions of administration.

### School Management

1. School morals. The establishment of right habits of study. The daily program. Incentives to pupils. Relation of the teacher to the school board and the community. Classification and government of the school. Character of the recitation. Basis of promotion. Examinations, tests and reviews. School hygiene, etc.

### School Law

The organization of the State for school government. School supervision. The raising of revenues. The distribution of school moneys. The qualifying of teachers. Providing libraries. Manual training and technical schools. The law governing the conduct of teachers and pupils.

### Psychology

1 and 2. This basal course in psychology aims (1) to correct the unscientific concepts of mental life which the students have already acquired; (2) to establish the psychological facts and principles necessary for (a) an intelligent study of methods of teaching and managing children, (b) intelligent valuation of new theories and methods which may be met after graduation, (c) individual progressive modification of methods after graduation; (3) to establish an observational-experimental habit of mind in dealing with children.

The chief topics presented are the physical basis of intellect, character and skill: the nervous system; the sources of human behavior: original tendencies; modifications of original tendencies: the laws and conditions of learning; individual differences: their causes and treatment; measuring results in education; genetic psychology: characteristics, mental and physical, of different stages of child development, scientific methods of child study which every teacher should practice.

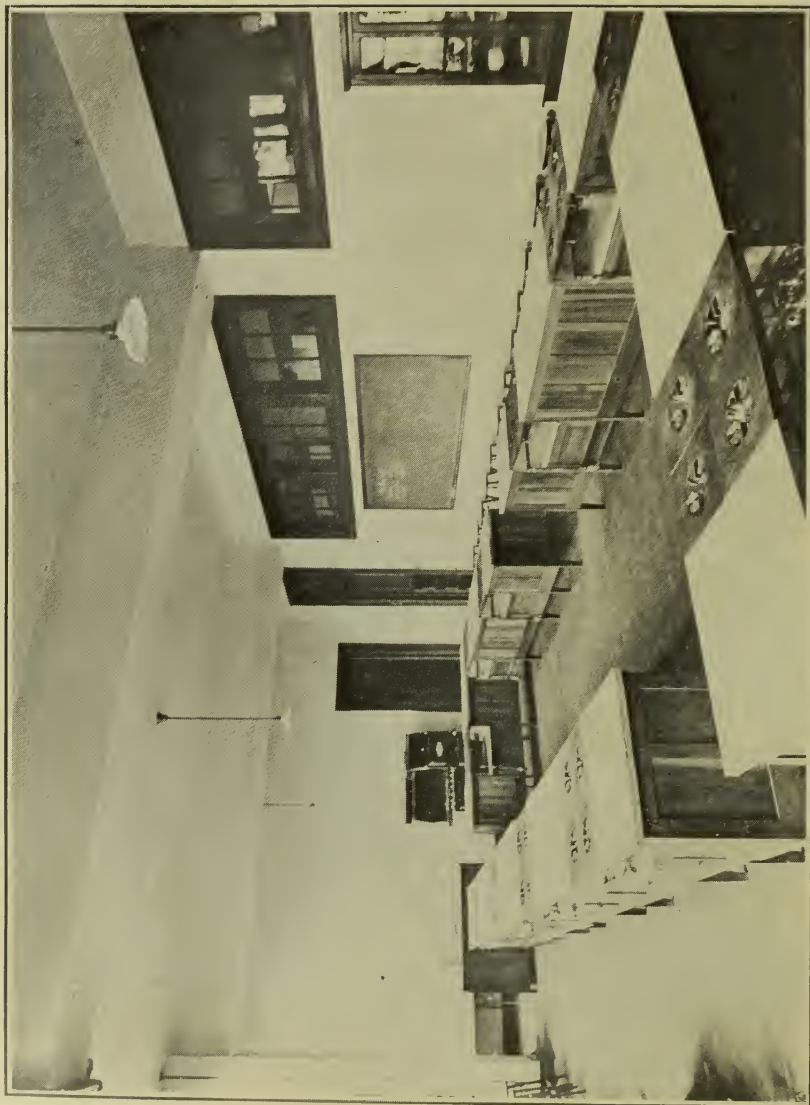
3. (Elective. First half year may be elected without psychology 4.) The abnormal child. Deals with the discovery and treatment of both subnormal and supernormal children in the regular classes of the public schools; methods of mental testing; demonstration of the reactions to the tests of normal, defective and precocious children, and some practice in the actual work of testing.

4. (Elective. Second half year. Open only to those who have successfully completed psychology 3, and after consultation with the instructor.) Intended for those who are preparing to teach in special classes. Methods of teaching and dealing with defective children in special classes.

### Kindergarten Theory

1. Technics. A study of the various play materials (including those of Froebel and Montessori) having educative value for the child from four to six years of age, studied from the point of view (1) from the children's side as growing out of their needs and interests, (2) from the possibilities of the materials themselves and what they can bring to the child, (3) from the students' side, in the gaining of personal dexterity and ability through the use of materials.





COOKING LABORATORY.

2. Educational principles. Emphasis is placed on those principles and educational theories which have as their object the material development of the child and which supply standards of selection and direction.

3. Aims and practice. Those educational aims which are the contribution of the best thought of modern educators form the foundation for the theories which are to be carried out in practice by the students in all activities.

#### **Cookery (alternates with sewing)**

1, 2, 3, 4. Principles underlying the preparation of the various food stuffs and the practical application of these principles. Planning, marketing, preparing and serving of simple menus. Lunch room. Application of this problem to rural schools. Food for the sick. Demonstration by pupils.

#### **Sewing (alternates with cookery)**

1, 2, 3, 4. Elementary handwork (stitches, seams, repairing), and clothing. Hand and machine sewing applied to projects suitable to grade work. The making of undergarments from drafted and commercial patterns. Textiles: origin, economics, chemistry. Elementary dressmaking. Dress design. The making of waists, skirts and simple dresses.

#### **Food Production and Manufacture**

1, 2. Source of food supplies and their commercial preparation.

#### **Nutritional Physiology**

1. Digestion, absorption and assimilation of foods in the human body.

#### **Dietetics**

1. Nutritive requirements of the human body and the foods which best supply those requirements.

#### **The House**

1, 2. Planning, furnishing, and care of the house.

#### **Household Management**

1. Management of the home from an economic standpoint.

#### **Foreign Languages**

See High School Teachers Course. (Elective.)

#### **Practice Teaching**

The amount of practice teaching is the equivalent of five units of time and three credits.

1. Observation and discussion of the children, the conditions and the work in the elementary grades of the Model School. The study of children, the possibilities of individuality in the use of method, school manage-



ment, etc. Subject matter as adapted to the interests of children at different stages of development.

2. The preparation of plans and teaching of classes in the elementary grades of the Model School.

3. Teaching in the elementary grades of some public school of the State.

### Student Teaching Centers

Atlantic City,	Kearny,	Passaic,
Bayonne,	Lakewood,	Pennington,
Belvidere,	Lambertville,	Perth Amboy,
Beverly,	Leonardo,	Princeton,
Bordentown,	Long Branch,	Ridgewood,
Bridgeton,	Millville,	Rutherford,
Burlington,	Moorestown,	Somerville,
Cape May,	Morristown,	Summit,
Collingswood,	New Brunswick,	Trenton,
Dover,	Newton,	Vineland,
Freehold,	North Plainfield,	Westfield,
Hackensack,	North Bergen,	Woodbury.
Haddonfield,	Nutley,	
Hopewell,	Ocean Grove,	

### HIGH SCHOOL TEACHERS COURSE

#### Description of Advanced Academic Units

Any student who, in addition to the equivalent of either of the two-year courses offered for high school graduates, completes sixteen of the following advanced units, including all of the units offered in her major subjects up to at least three, shall be given a high school teachers diploma.

The Faculty will advise concerning grouping subjects.

A student who elects to take this course when she enters the school may omit from the requirements of either of the above two-year courses the four units least related to her majors.

#### English

(These courses are elective for all students who have completed the required work in English.)

5. Theme writing: The formulation and practice of the principles of description, narration and exposition.

6. Argumentation: Written or oral debates and forensics.

7. The history of English literature from the Anglo-Saxon period to the close of the Age of Elizabeth.

8. The history of English literature from the close of the Elizabethan period to the end of the 19th century.

**History**

7. Mediæval History. This course covers the period from the age of Charlemagne to the close of the 13th century.
8. Renaissance and the Protestant Revolt.
9. The French Revolution.
10. Social and Industrial History of England and the United States from 1760 to 1910.
11. Advanced Civics.

**Psychology**

4. (See Psychology 4, page 40.)
5. (Elective. First half year. Psychology 1 and 2 are prerequisite.) Psychology of high school subjects. The values of the various high school subjects are studied from the standpoint of changes to be wrought in the thinking, feeling and conduct of adolescent boys and girls. Different types of class procedure are analyzed as the means by which such changes are to be brought about efficiently. Problems of secondary education due to the physical, and the resulting mental and emotional characteristics of high school boys and girls are discussed.
6. (Elective. Second half year. Psychology 1 and 2 are prerequisite.) Experimental education. Experimental methods and results in the study of the learning process, improvement, measuring ability and achievement in such school subjects as reading, writing, arithmetic, composition and grammar. The uses and limitations of standard scales, and the teacher's part in furthering the scientific study of school processes are stressed.

**Mathematics**

3. Higher Algebra. Theory of quadratic equations, maxima and minima. Equations solved like quadratics. Simultaneous equations of a degree higher than the first. Graphic solutions. Theory of proportion and variation. The progressions. Mathematical induction. The binomial theorem for positive integral exponent. Indeterminate coefficients and partial fractions. Common logarithms. Permutations and combinations. Series. Theory of equations. Determinants.
4. Solid Geometry. Lines and planes, polyhedrons, cylinders and cones, the sphere. Numerical application in finding areas and volumes.
5. Plane Trigonometry. Definitions of six trigonometric functions as ratios, relations between these six functions, values for  $0^\circ$ ,  $30^\circ$ ,  $45^\circ$ , etc., formulas for the sum and difference of two sines or two cosines, expressions for the functions of double and half angles, trigonometric identities and equations, theory of logarithms, and the use of trigonometric tables, and the solution of right and oblique plane triangles. The circular measure of angles. The inverse trigonometric functions. General values and trigonometric equations. Periods, graphs, important limits. Complex number. De Moivre's theorem.
- 6 and 7. Analytic Geometry. A study of the properties of various plane and solid geometric figures by algebraic methods. Plane analytic geometry properties of the straight line, circle, parabola, ellipse, hyperbola and other



plane curves studied by algebraic methods. Solid analytic geometry properties of those solids formed by revolving the curves studied in plane analytic geometry about an axis, etc., are studied.

8. Calculus. First principles. Constants and variables. Functions—algebraic, transcendental, increasing and decreasing, explicit and implicit and continuous. Orders of infinites and infinitesimals.

Differentiation. The first differential coefficient and rate of change. Differentiation of algebraic and elementary transcendental functions. Successive differentials and derivatives.

Development of functions: Maclaurin's and Taylor's Theorems and Applications. Evaluation of indeterminate forms, viz.:

$$\frac{\infty}{\infty}, 0 \times \infty, \infty - \infty, 0^0, \infty^0 \text{ and } 1 \pm \infty.$$

Differentiation of a function of two variables. Maxima and minima and geometric problems. Integration.

9. Calculus. Length of curves, areas of plane curves and of curved surfaces and contents of solids of revolution. Integrations.

### Botany

2. Advanced study of the structure, physiology and ecology of plants. The microscopic anatomy of higher plants. Experimental study of plant behavior. Relations of plants to soils. Plant breeding. Plant diseases. An experimental or statistical research. Types of the plant series not previously studied. Classification of the vegetable kingdom. Determination of species of phanerogams, ferns and fernallies. Principles of teaching botany in the high school. Courses, methods, equipment.

### Zoölogy

2. Study of animal types, including an examination of internal structure. Paramœcium, etc., hydra, grantia, metridium, starfish, earthworm, lobster, life histories of insects, molgula, ascidian, amphioxus, fish, necturus, frog, rat. Classification of the animal kingdom. Life history (development) of one or more types in detail. Cellular structure of animals. An experimental or statistical research. Economic relations of animal study. Animal behavior. Fundamental reactions in some low forms. Intelligent behavior and reason. Principles of biologic teaching in the high school. Courses, methods, equipment.

### Chemistry

3. Qualitative analysis and theory of chemistry.
5. Introductory organic chemistry and theory of chemistry.
6. Introductory organic chemistry and theory of chemistry continued.
7. Methods, equipment and maintenance of laboratory, and making of apparatus.

### Physics

5. General physics: Experimental lectures on mechanics and heat. The solution of problems involving a knowledge of plane trigonometry. Quantitative work in the laboratory. A course of reading, with notes.

6. General physics: Experimental lectures on sound, light and electricity. Quantitative work in the laboratory. The use of standard instruments. A study of current scientific magazines.

NOTE.—In courses 5 and 6 attention is directed to the teaching of high school physics, the choice of experiments, the conducting of class and laboratory work, the proper equipment of the laboratory.

### Latin

1. (Prerequisite, four years work in Latin.) Cicero, *De Senectute*, *De Amicitia*. Letters, Roman life. Prose composition. Sight reading.

2. (Prerequisite, 1 or equivalent.) Livy, Books XXI–XXII, with selections from Books I and II. Roman history. Prose composition. Sight reading.

3. (Prerequisite, 1 and 2 or equivalent.) Tacitus, *Germania* and *Agri cola*. Annals. Pliny. Letters. Sight reading.

4. (Prerequisite, 3 or equivalent.) Horace, *Odes* and *Epodes*. Selections from other poets of the Augustan Age. Plautus. Sight reading.

### German

1 and 2. (Prerequisite, three years German.) History of German literature. Lectures and recitations, with collateral reading and reports on assigned topics. Readings, including works of Luther, Lessing, Goethe, Schiller, Heine, Grillparyer, Wagner, Hauptmann, Sudermann.

3 and 4. (Prerequisite, four years German.) Goethe's *Faust*, parts I and II. Critical study. Life of Goethe. Assigned topics in connection with the reading.

5. Conversation and composition based on literary, political, or historical subjects, designed to give the student fluency in speaking and writing as well as acquaintance with the life and ideals of modern Germans. Discussions on methods of teaching German and the Report of the Committee of Twelve.

### French

1 and 2. (Prerequisite, two years French.) Idioms, composition and grammar. General reading from selected texts, such as *Le Petit Chose*, *Eugenie Grandet*, *La Chute*, *La Question d'Argent*, *Le Monde ou l'on S'ennuie*, *L'Aiglon*.

3 and 4. (Prerequisite, 1 and 2, or the equivalent.) General survey of French literature, with reading from representative works of the following authors: Corneille, Racine, Moliere, Voltaire, Beaumarchais, Hugo, Musset, Rostand. French lyrics. Lectures, collateral reading and recitations. Composition and language work, one hour a week.

5. (Prerequisite, 3 and 4, or the equivalent.) Practice in speaking and writing French. Talks and themes upon linguistic and literary topics. Brief survey of the romantic drama of the nineteenth century. Texts of Victor Hugo, Alexander Dumas père, Alfred de Vigny, Alfred de Musset and Edmond Rostand.

## Music Department

The Music Department meets the demands of students of all grades from the simplest beginnings to the most advanced accomplishments in individual and concert renderings.

Lessons are given to classes and to individuals, to those who intend to teach and to those who wish the accomplishment for any other purpose.

ENSEMBLE CLASSES. Advanced students may be admitted to ensemble classes. Players who devote a portion of their time to this work get thereby a training of very great value.

ORCHESTRAL CLASS. One or more concerts are given every season in the auditorium, at which advanced students of the voice, piano and violin and other solo instruments have opportunities of publicly performing arias, concertos, etc., accompanied by this orchestra.

Persons who are qualified to play in the orchestral class will be enrolled students of the Orchestra Department. This opportunity is given for amateurs who are not students of any other department.

RECITALS. Informal recitals are given by the pupils in the Community Room on the second and fourth Saturday afternoons of each month. The object of these recitals is to give confidence to the pupils in public playing.

DEPARTMENT OF THEORY. Lectures on musical theory, harmony and counterpoint given to classes, and individual instruction given to those desiring private lessons.

In all theory examinations reasonable and intelligent answers are accepted regardless of any particular system or theory.

The following books are used in the Conservatory: Rudiments,—Tapper; Harmony,—Tapper, Prout, Jaddassohn; Counterpoint,—Tapper, Prout, Jaddassohn.

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## Individual Music Courses

(See Rates, p. 101)




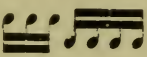

The certificates given for these courses are credited in the granting of State licenses to teach.

### PIANO

Three grades of certificates are given in this department: Elementary, Secondary and Advanced.

**Elementary**

To secure this certificate, pupils must be prepared to play from memory and with accurate fingering the following technical tests:

All Scales 8ve apart in		80
3rd or 10th apart	} " .	60
6th apart		
Double 3rd in		60
" sixths		60
Arpeggios tetrad in		100
triad "		76
Octave scales		50
Triads and seventh full chords and inversions.		

In addition to the above there will be an ear test and an examination in elementary harmony. The candidate will also be required to play five numbers from a list of compositions which will be given by the Director, and to read at sight an easy piece.

**Secondary**


To secure this certificate, pupils must be prepared to play from memory and with accurate fingering, the following technical tests:

Scales 8ve apart in		152
3rd " "	} " .	126
6th " "		
Double 3rds in	" .	72
6ths "		72
Arpeggios tetrad	} in 	126
triad		
8ve work in scales		72
" " arpeggios	" .	60

Candidates will be tested in sight reading, and must be able to name intervals played on piano by the examiner. Candidates must be prepared to play six pieces from a list of compositions furnished by the director, one of which must be by Bach, and one by Beethoven or Chopin. In addition, candidates must be able to write all major and minor triads and their inversions, also all dominant seventh and diminished seventh chords with their resolutions.

## Advanced

To secure this certificate, pupils must be prepared to play the following technical tests:

Scales	8ve apart		.....	176
	3rd " }	"	.....	144
	6th " }	"	.....	100
Double	3rds	"	.....	84
	6ths	"	.....	152
Arpeggios	tetrad }	"	.....	100
	triad }	"	.....	88
8ves scales in		"	.....	
arpeggios in		"	.....	

Ear Test: Candidates must be able to distinguish the scales and intervals in this test when played by the examiner (the candidate not to see the keyboard).

The candidate will also be tested in sight reading and musical theory.

In addition to the above, candidates must be prepared to play six pieces, one each by Bach, Beethoven and Chopin.

Marks will be awarded under the following heads: (1) scales, chords, arpeggios, octaves; (2) accurate observation of notation, rests, etc., and correctness of fingering; (3) phrasing, accent and interpretation; (4) use of pedal; (5) quality of touch; (6) choice of time and steadiness of tempo; (7) memory playing; (8) sight reading and ear test.

## VOICE CULTURE

In the voice building department, pupils will receive a certificate after having satisfactorily passed an examination in which they must be prepared, (1) to sing any major, minor or chromatic scale at various degrees of speed, unaccompanied; (2) to sing any diatonic or chromatic interval within the octave of a given note; (3) to sing arpeggios founded on major, minor and dominant seventh chords; (4) to sing at sight, unaccompanied, a melody containing simple modulations; (5) to sing a recitative, an aria; (6) to sing a group of six songs, selected by the director, and prepared by the pupil *without* assistance.

Credits in the above course will be awarded under the following heads: (1) voice production; (2) accuracy as to tempo in the selected songs; (3) management and control of the breath; (4) time and rhythm; (5) correctness of intonation; (6) precision and neatness in attacking and leaving notes; (7) variety of tone, phrasing and expression; (8) posture and facial expression; (9) flexibility; (10) distinctness and correctness of pronunciation; (11) sight singing; (12) recitative.

Pupils must possess a fair knowledge of harmony and theory of music.



## VIOLIN

## Grade I

Elementary exercises: Schradieck, Sevcik and De Beriot.

Studies: Danila, Kayser, Wohlfahrt.

Pieces: by Dancla, Seitz, Bohm, etc.

## Grade II

Study of the positions: De Beriot, Sevcik.

Etudes: Kayser, Dancla, Dont.

Pieces: Singelee, Accolay, Viotti, De Beriot, etc.

## Grade III

Scale studies of Schradieck.

Etudes: Kreutzer, Dont, Fiorillo.

Pieces: Alard, Viotti, Vieux temps, etc.

## Grade IV

Trill studies: Sevcik, Etudes, Rode, Dont.

Concertos: De Beriot, Mozart, and two movements of Mendelssohn.

Composition: Wieniawski, Vieux temps, Spohr, Alard.

The work of candidates for certificates during the course of study will be judged by the following requirements: Purity of intonation, tone quality and volume, independence of fingers, evenness of speed, portamento and tasteful changes of position, rhythm, phrasing and shading, emotion, brilliancy and breadth, excellence of left-hand work, sight reading, ability to memorize.

Pupils must possess a fair knowledge of harmony and theory of music.



## Certificates

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The graduates of any course in any of the state normal schools will be given a permanent certificate to teach in any public school in the subjects and within the scope covered by the course of study in the normal school from which they graduate. The academic scope of any subject or grade for which a given normal course prepares to teach shall be determined by the subject matter suggested for the prospective grades or schools in the courses of study or monographs issued by the State Department of Public Instruction. The following are the rules:

1. A graduate from the two year general course shall be qualified to teach at least the first eight years of work, exclusive of the kindergarten.
2. The two year kindergarten course shall qualify to meet the requirements of Article XII of the School Law and of the first four years of school work.
3. The two year domestic science course shall qualify to teach the branches in domestic science it includes in any school (high or elementary).
4. The four year high school teachers course shall qualify to teach the branches it includes in any school.
5. The industrial arts teachers course given by the State Normal School at Trenton in co-operation with the Trenton School of Industrial Arts shall qualify to teach the industrial arts it includes in any school.
6. The two year manual training course shall qualify to teach the branches in manual training it includes in any school.
7. The two year commercial course shall qualify to teach the commercial branches it includes in any school.
8. Any special course not included in rules 1 to 7, inclusive, shall cover the requirements to teach the subjects it includes in any school.
9. When in addition, in point of time, to a two year general course advanced work is taken in one or more subjects for the purpose of teaching such subjects in a high school, these subjects shall be designated on the certificate as of high school grade, and shall cover at least two units of work in advance of the requirements for the general certificate in the respective subjects. School management and methods of teaching with special reference to secondary education shall be included in the course which qualifies teachers to teach in a high school under the provisions of this rule.

10. The standard for normal school courses or credits in any special subject or for the two units of work as set forth in Rule 9, shall be the same as set forth or may be set forth by the Board for graduates of other institutions or for those who have taken partial courses.

11. These rules do not apply to teachers of vocational subjects in State-aided vocational schools.

## Normal School Registry

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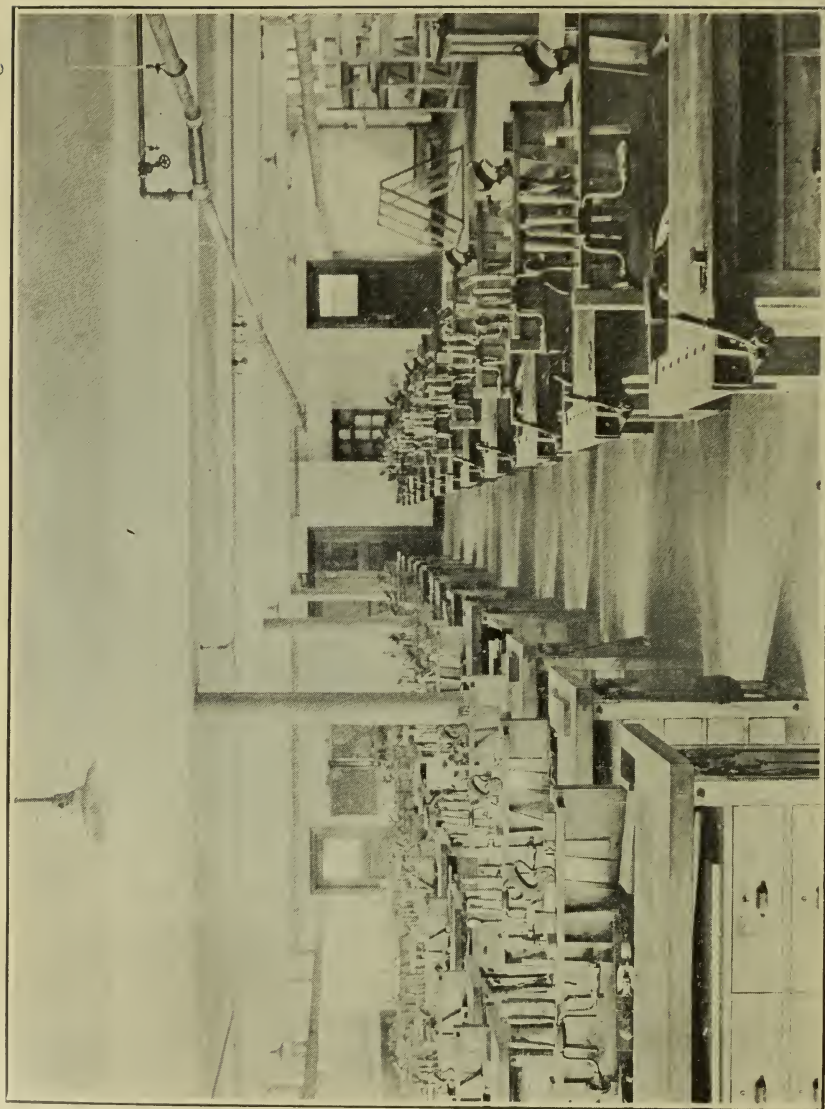
The following is the enrollment of the students of the Normal School, with their classification at the close of the year :

### GRADUATES

#### Senior II—February Division

<i>Name.</i>	<i>Specialty.</i>	<i>Address.</i>
Batzle, Charlotte Katherine .....		Bayonne, Hudson.
Bruce, Mildred Doris .....	<i>History,</i>	Oceanic, Monmouth.
Burroughs, Mary Ruth .....		Metuchen, Middlesex.
Clark, Ida Wood .....		Laurel Springs, Camden.
Clayton, Mabel .....		Jamesburg, Middlesex.
Collins, Mary Theresa .....		Trenton, Mercer.
Connors, Lillian Marie .....		Bayonne, Hudson.
Conway, Pearl Margaretta .....		New Brunswick, Middlesex.
Davison, Carolyn Frances .....	<i>English,</i>	Pennington, Mercer.
Doney, Lylla Susan .....		Dover, Morris.
Duggan, Mary .....		Columbus, Burlington.
Emmons, Edna Carroll ....	<i>Mathematics,</i>	Monmouth Junction, Middlesex.
Field, Eleanore Hall .....		Hightstown, Mercer.
Flynn, Catherine Beatrice, .....	<i>Nature Study,</i>	Phillipsburg, Warren.
Garnar, Lydia Lavinia .....		Toms River, Ocean.
Gretton, Florence Orgill .....		Trenton, Mercer.
Groth, Freda Annetta ....	<i>Kindergarten,</i>	Trenton, Mercer.
Hargrove, William Bunting		
	<i>Manual Training and History,</i>	Bordentown, Burlington.
Harmon, Neva Mary .....	<i>English,</i>	Phillipsburg, Warren.
Hendrickson, Emma Louise		
	<i>Mathematics,</i>	Eatontown, Monmouth.
Horner, A. Helena .....	<i>English,</i>	Trenton, Mercer.
Kandle, Carrie .....	<i>History,</i>	Elmer, Salem.
Keephart, Sara Arline .....	<i>History,</i>	Trenton, Mercer.
Krullisch, Ella B. ....	<i>Physical Training,</i>	South River, Middlesex.
Lowrie, Jessie Vonette .....		Trenton, Mercer.
McElhinney, Rosalie ..	<i>Manual Training,</i>	Point Pleasant, Ocean.
McGee, Bessie V. ....	<i>Kindergarten,</i>	Atlantic City, Atlantic.
Norton, Elizabeth Hazen .....		Belvidere, Warren.
Pfeiffer, Marie Elizabeth ..	<i>Mathematics,</i>	Phillipsburg, Warren.
Pulsch, Eda .....	<i>History,</i>	Port Monmouth, Monmouth.





MANUAL TRAINING ROOM.

<i>Name.</i>	<i>Specialty.</i>	<i>Address.</i>
Purrington, Rose Rinehart	<i>Kindergarten,</i>	Trenton, Mercer.
Reid, Alice .....	<i>English and History,</i>	Trenton, Mercer.
Roberts, Helen Mae .....		Trenton, Mercer.
Roche, Margaret Mary .....		Arlington, Hudson.
Salmons, Alma Gladys .....	<i>History,</i>	Ventnor Atlantic.
Saunderson, Marjorie C. ....		Trenton, Mercer.
Skidmore, Ada May .....		Lakewood, Ocean.
Skinner, Eva Mae .....		Netcong, Morris.
Snider, Almer Jay		
	<i>Manual Training and</i>	
	<i>Commercial Subjects,</i>	Great Meadows, Warren.
Swaim, Paul James .....		
	<i>Manual and Physical Training,</i>	Bordentown, Burlington.
Swinnerton, Josephine Hixson	<i>History,</i>	Trenton, Mercer.
Wilgus, Grayce .....		Trenton, Mercer.

#### High School Teachers Course

<i>Name.</i>	<i>Specialty.</i>	<i>Address.</i>
Case, Elizabeth Browning .....		Trenton, Mercer.
McGinness, Rose Mary .....		Princeton, Mercer.

#### Senior II—June Division

<i>Name.</i>	<i>Specialty.</i>	<i>Address.</i>
Adams, Beatrice W. ....		Lower Bank, Burlington.
Adams, Ruth Carlisle ...	<i>Nature Study,</i>	Atlantic City, Atlantic.
Allen, E. May .....	<i>Domestic Science,</i>	Rutherford, Bergen.
Anderson, Anna Caroline .....		Wildwood, Cape May.
Anderson, Sophia C. ....	<i>Geography,</i>	Perth Amboy, Middlesex.
Apgar, Janet Catherine .....	<i>History,</i>	High Bridge, Hunterdon.
Applegate, Bertha Mae .....	<i>English,</i>	Cranbury, Middlesex.
Applegate, Dorothy R. ....	<i>Drawing,</i>	New Brunswick, Middlesex.
April, Sybl Rebecca .....		Millville, Cumberland.
Atkinson, Edith .....		Haledon, Passaic.
Bastedo, Mary Beatrice .....	<i>History,</i>	Asbury Park, Monmouth.
Becker, Lydia Howard		
	<i>Commercial Subjects,</i>	Bordentown, Burlington.
Beers, Olive Uarda .....		Keyport, Monmouth.
Bloomer, Lillian Agnes .....		Allendale, Bergen.
Bogart, Minnie Gertrude		
	<i>Commercial Subjects,</i>	Hampton, Hunterdon.
Boyd, Laura Frances .....		Metuchen, Middlesex.
Bray, Marvel Scranton		
	<i>Domestic Science,</i>	Belvidere, Warren.
Brettell, Mary Emma .....		Trenton, Mercer.



<i>Name.</i>	<i>Specialty.</i>	<i>Address.</i>
Briant, Amelia Elizabeth .....		Dover, Morris.
Brown, Edith M. ....	<i>Domestic Science,</i>	Millville, Cumberland.
Brown, Mabel Elizabeth .....		Atlantic City, Atlantic.
Brown, Marion A. ....	<i>Mathematics,</i>	Wood Ridge, Bergen.
Camp, Anna .....		Williamstown, Gloucester.
Campbell, Henrietta Coombs		
	<i>Commercial Subjects,</i>	Elmer, Salem.
Casey, Gertrude Madeleine		
	<i>Domestic Science,</i>	Trenton, Mercer.
Casey, Zita Claire .....		Trenton, Mercer.
Cavanaugh, Hazel Murriel .....		Netcong, Morris.
Chadwick, Margaret Morgan .....		Trenton, Mercer.
Chambers, Bertha Maynard .....		Toms River, Ocean.
Clark, Anna I. ....		Bayonne, Hudson.
Cohen, Matlah Mariam .....	<i>History,</i>	Perth Amboy, Middlesex.
Cole, Ethel Louise ....	<i>Domestic Science,</i>	Cranbury, Middlesex.
Colleran, Marie A. ....		Highlands, Monmouth.
Collins, Sarah Elizabeth .....	<i>English,</i>	Trenton, Mercer.
Colver, Elsie .....	<i>Manual Training,</i>	Trenton, Mercer.
Conklin, Gladys Bennett		
	<i>Physical Training,</i>	Bayonne, Hudson.
Conover, Carrie Louise .....		Hightstown, Mercer.
Conrad, Martha Predmore ....	<i>History,</i>	Barneget, Ocean.
Cooper, Marjorie ....	<i>Domestic Science,</i>	Rutherford, Bergen.
Corrigan, Rose Veronica .....		Franklin, Sussex.
Corson, Florine R. ....		Millville, Cumberland.
Corey, Laura Elva ..	<i>Physical Training,</i>	Boonton, Morris.
Cramer, Bessie G. ....	<i>Kindergarten,</i>	Trenton, Mercer.
Cranmer, Mildred Viola .....	<i>History,</i>	Bridgeton, Cumberland.
Curley, Mary Florence	<i>Manual Training,</i>	Freehold, Monmouth.
Dare, Florence Champion ..	<i>Class Music,</i>	Pitman, Gloucester.
Davis, Anna Rebecca	<i>Manual Training,</i>	Bloomsbury, Warren.
Davison, Lillie Hinckle		
	<i>Domestic Science,</i>	Hopewell, Mercer.
DeBaun, Martha Ray .....		Saddle River, Bergen.
Decker, Mildred Drew .....	<i>History,</i>	Haskell, Passaic.
DeLazier, Maud .....		Bloomington, Passaic.
Dey, M. Elizabeth .....	<i>Kindergarten,</i>	Trenton, Mercer.
Diggins, Marie Pauline .....		South River, Middlesex.
Doranz, Dorothy ....	<i>Domestic Science,</i>	Trenton, Mercer.
Drake, Grace Griffith .....	<i>English,</i>	Lambertville, Hunterdon.
Dufford, Miriam Rose .....		Middle Valley, Morris.
Dullard, Anna Fridolin ..	<i>Nature Study,</i>	Trenton, Mercer.
Eagle, Marion Tompkins, .....	<i>History,</i>	Glen Moore, Mercer.
Ely, Adele Elizabeth .....		Englishtown, Monmouth.
Emmons, Harriet Walker .....		Perth Amboy, Middlesex.
Ernst, Elizabeth Sophia	<i>Manual Training,</i>	Newark, Essex.

<i>Name.</i>	<i>Specialty.</i>	<i>Address.</i>
Filling, Henrietta Elizabeth		
	<i>Nature Study,</i>	Pomerania, Atlantic.
Finegan, Julia Agnes	<i>History,</i>	Iselin, Middlesex.
Finlaw, Helen Tacy		Quinton, Salem.
Fischer, Etta Edith	<i>Commercial Subjects,</i>	Keyport, Monmouth.
Forrest, Alice Hyacinth		Wilburtha, Mercer.
Fox, Anna Haines		Medford, Burlington.
Furlong, Margaret C.		Trenton, Mercer.
Garrison, Valeria Mae		Heislerville, Cumberland.
Garrison, Warren	<i>Manual Training,</i>	Dividing Creek, Cumberland.
Gerlack, Luella		Woodstown, Salem.
Giles, Ruth Eleanor	<i>Nature Study,</i>	Eatontown, Monmouth.
Gilhuly, Hazel M.	<i>Mathematics,</i>	Red Bank, Monmouth.
Gillman, Elizabeth Boyd	<i>Nature Study,</i>	Bridgeton, Cumberland.
Gould, Elizabeth		Bridgeton, Cumberland.
Grace, Mariel Swain		Swainton, Cape May.
Gravatt, Mildred Francis		Camden, Camden.
Gray, Edith	<i>Geography,</i>	Plainfield, Union.
Gray, Rhoda	<i>Geography,</i>	Plainfield, Union.
Griggs, Olive Blackwell	<i>English,</i>	Plainfield, Union.
Griscom, Ruth Elizabeth		Salem, Salem.
Groth, Emma H.	<i>Domestic Science,</i>	Trenton, Mercer.
Haelig, Elsie Nina		Bound Brook, Somerset.
Harman, Zita M.	<i>Domestic Science,</i>	Butler, Morris.
Hart, Clara Ann	<i>Kindergarten,</i>	Trenton, Mercer.
Hartigan, Ethel A	<i>History,</i>	Bayonne, Hudson.
Hartman, Eva May		Lakehurst, Ocean.
Hartung, Claire Catherine	<i>Drawing,</i>	Perth Amboy, Middlesex.
Harty, Margaret Amelia	<i>History,</i>	Newton, Sussex.
Heale, Doris Esther	<i>Mathematics,</i>	Park Ridge, Bergen.
Heitsman, Alma Bell		Washington, Warren.
Hewitt, Hulda King		Millville, Cumberland.
Hiland, Emma Helen		Cranbury, Middlesex.
Hines, Beatrice	<i>Physical Training,</i>	Bridgeton, Cumberland.
Hirst, Katharine Rebecca	<i>Nature Study,</i>	Camden, Camden.
Honeychurch, Edith Amelia		Wharton, Morris.
Hortman, Olive Carolyn	<i>History,</i>	Flemington, Hunterdon.
Huber, Sarah Carolyn		Woodbridge, Middlesex.
Hulsart, Sara Isabelle		Manasquan, Monmouth.
Hunt, Eleanore Applegate	<i>History,</i>	Bridgeton, Cumberland.
Hunt, Isabelle Swain		Sussex, Sussex.
Hurley, Yvonne	<i>Kindergarten,</i>	Trenton, Mercer.
Hussey, Ellen Louise	<i>Kindergarten,</i>	Bristol, Pa.
Jackson, Agnes Edith	<i>English,</i>	Bridgeton, Cumberland.
Jackson, Ethel Matilda		Hillsdale, Bergen.
Johnson, Beatrice Alvin		Wildwood, Cape May.
Johnson, Beatrice Faith		Bridgeton, Cumberland.

<i>Name.</i>	<i>Specialty.</i>	<i>Address.</i>
Johnson, Mervin Wesley .....		Woodbury, Gloucester.
Joselson, Anna ....	<i>Commercial Subjects,</i>	Perth Amboy, Middlesex.
Kelly, Winnifred Agnes		
	<i>History and Nature Study,</i>	Trenton, Mercer.
Kerr, Sue H. Chaffee .....		Princeton, Mercer.
Keter, Ruth Isabel .....		Gloucester, Camden.
Kramer, Esther A. ....	<i>Commercial Subjects,</i>	Perth Amboy, Middlesex.
Langley, Sara L. ....		Delmont, Cumberland.
Leaming, Grace Watson		
	<i>Manual Training,</i>	Greenwich, Cumberland.
Lebof, Rebecca .....	<i>Nature Study,</i>	Spotswood, Middlesex.
Ledwon, Edmunda Marie	<i>Kindergarten,</i>	South River, Middlesex.
Leigh, Ida Sutton ...	<i>Domestic Science,</i>	Stockton, Hunterdon.
Leonard, June Elizabeth .....		Keyport, Monmouth.
Lerch, Thelma Mae .....		Manasquan, Monmouth.
Lindquist, Ethel Ruth	<i>Physical Training,</i>	Elizabeth, Union.
Litterst, Lucy M. ....	<i>Mathematics,</i>	New Brunswick, Middlesex.
Lynch, Genevieve Ceceila .....		Lambertville, Hunterdon.
MacKenzie, Edna Mae .....		Monmouth Junction, Middlesex.
Maguiness, Grace .....		Perth Amboy, Middlesex.
Maier, Helen Margaretta		
	<i>Domestic Science,</i>	Bridgeton, Cumberland.
Mansfield, Miriam Rebecca ....	<i>History,</i>	Camden, Camden.
Martin, Ethel Craig ..	<i>Domestic Science,</i>	Metuchen, Middlesex.
Martin, Sarah Louise.....	<i>Nature Study,</i>	Millstone, Somerset.
Massey, Annie Eliza.....	<i>History,</i>	Goshen, Cape May.
Mattson, Elsie .....		Swedesboro, Gloucester.
McCoy, Margaret L.		
	<i>Commercial Subjects,</i>	Sussex, Sussex.
McCoy, Sadie Bernadette .....		Rahway, Union.
McDonough, Anna Marie.....		Highlands, Monmouth.
McGoogan, Helen Annastasia		
	<i>Nature Study,</i>	Trenton, Mercer.
McGrath, Frances Maria.....		Trenton, Mercer.
Megill, Martha A.....		Farmingdale, Monmouth.
Middlemiss, Marion Estelle.....		Camden, Camden.
Mills, Mary Anna .....		Rahway, Union.
Mitchell, Lulu W.....		Bound Brook, Somerset.
Moloney, Loretta Agnes.....		Bayonne, Hudson.
Moore, Harriet LeFetra.....		Little Silver, Monmouth.
Moore, Pauline Elizabeth.....		Belleville, Essex.
Moore, Vera, .....	<i>Nature Study,</i>	Stockton, Hunterdon.
Murray Helen Marie.....	<i>Kindergarten,</i>	Cranbury, Middlesex.
Nagle, Lillian C.....		Atlantic Highlands, Monmouth.
Nichols, Marion Swain.....		Avalon, Cape May.
Nobles, Edith Woodin.....	<i>English,</i>	Lakewood, Ocean.
Oliver, Marian Elizabeth.....		South Amboy, Middlesex.

<i>Name.</i>	<i>Specialty.</i>	<i>Address.</i>
Opdyke, Lena .....		Frenchtown, Hunterdon.
Opie, Esther M.....		Somerville, Somerset.
Parker, Dorothy Tull.....		Beverly, Burlington.
Penn, Lena May.....		Island Heights, Ocean.
Perrine, Sara Isabel		
	<i>History and English,</i>	Cranbury, Middlesex.
Pfaff, Helen M.....		North Branch, Somerset.
Pfeiffer, Claire S.....	<i>Kindergarten,</i>	Maurer, Middlesex.
Pharo, Rebecca Bailey....	<i>Kindergarten,</i>	Hurffville, Gloucester.
Phillips, Mildred Irene.....		Phillipsburg, Warren.
Pierce, Vivienne Riddle....	<i>Class Music,</i>	Manasquan, Monmouth.
Pierson, Margaret G.		
	<i>History and Geography,</i>	South Dennis, Cape May.
Porter, Florence Emma.....	<i>History,</i>	Hancock's Bridge, Salem.
Preston, Marion Emma.....		Matawan, Monmouth.
Rainear, Bertha Esther		
	<i>Domestic Science,</i>	Bridgeton, Cumberland.
Ralph, Catherine Agnes.....		New Sharon, Monmouth.
Reed, Estelle .....	<i>Domestic Science,</i>	Trenton, Mercer.
Rice, Martha Smith.....	<i>Kindergarten,</i>	Cape May Ct. House, Cape May
Rittenger, Anna Caroline.....		Bordentown, Burlington.
Rue, Beatrice .....	<i>Domestic Science,</i>	Long Branch, Monmouth.
Scott, Myrtle Elizabeth		
	<i>Domestic Science,</i>	Trenton, Mercer.
Seaman, Millie Schweizer..	<i>Kindergarten,</i>	Trenton, Mercer.
Shafto, Mildred F.....	<i>Domestic Science,</i>	Farmingdale, Monmouth.
Sheridan, Anna M.....	<i>Domestic Science,</i>	Trenton, Mercer.
Sherman, Elsie Violet....	<i>Nature Study,</i>	New Germantown, Hunterdon.
Sickler, Jennie Davis.....	<i>Nature Study,</i>	Pitman, Gloucester.
Simmermon, Elizabeth Husted		
	<i>Kindergarten and Class Music,</i>	Williamstown, Gloucester.
Singer, Rose V.....	<i>Commercial Subjects,</i>	Perth Amboy, Middlesex.
Small, Augusta Peck.....	<i>Geography,</i>	Clermont, Cape May.
Smith, Harriet Edwards.....	<i>Drawing,</i>	South Orange, Essex.
Smith, Helen Kathryn .....		Jamesburg, Middlesex.
Smith, Marian Hargraves .....		Atlantic City, Atlantic.
Springer, Blanche Edna.....		Swedesboro, Gloucester.
Stackhouse, Edith C.....		Highstown, Mercer.
Stanton, Richard Carman		
	<i>Manual Training,</i>	Camden, Camden.
Stephenson, Mabel Virginia	<i>Class Music,</i>	Bridgeton, Cumberland.
Stiles, Hazel Bowen.....	<i>Nature Study,</i>	Pitman, Gloucester.
Stokes, Mary Mae.....		Island Heights, Ocean.
Storms, Elsie .....		Ramsey, Bergen.
Suthpin, Edla Ray.....	<i>Kindergarten,</i>	Hopewell, Mercer.
Taylor, Grace Munroe.....	<i>History,</i>	Red Bank, Monmouth.

<i>Name.</i>	<i>Specialty.</i>	<i>Address.</i>
Van Brunt, Dorothy Lydia		
	<i>Domestic Science,</i>	Long Branch, Monmouth.
VanCleve, Rebecca.....	<i>Kindergarten,</i>	Princeton, Mercer.
VanLiew, Helen May.....		New Brunswick, Middlesex.
VanPelt, Fanny E.....	<i>Kindergarten,</i>	Trenton, Mercer.
Vogel, Marie .....	<i>History,</i>	Manasquan, Monmouth.
Webber, Elizabeth Jane		
	<i>Physical Training,</i>	Wharton, Morris.
Welch, Marian Ethel.....		Woodstown, Salem.
West, Blanche Meseroll...	<i>Kindergarten,</i>	Camden, Camden.
Wilkins, Mildred Amon		
	<i>Domestic Science,</i>	Camden, Camden.
Williams, Abigail Swing..	<i>Nature Study,</i>	Bridgeton, Cumberland.
Wills, Dorothy Isabel....	<i>Kindergarten,</i>	Irvington, Essex.
Wilson, May Story.....		Passaic, Passaic.
Wislar, Marion Joyce.....		Bristol, Pa.
Wolcott, Lida Higginson.....	<i>History,</i>	Eatontown, Monmouth.
Worth, Gertrude E. ....		Bayville, Ocean.
Worth, Nettie .....		Riverside, Burlington.
Wright, Miriam Farrand.....	<i>History,</i>	Trenton, Mercer.
Wyckoff, Eva Marie.....	<i>Drawing,</i>	Rahway, Union.

#### High School Teachers Course

<i>Name.</i>	<i>Address.</i>
Bacon, Esther Elizabeth .....	Greenwich, Cumberland.
Betticher, Louise M.....	Beverly, Burlington.
Burd, Helen Eldredge.....	Trenton, Mercer.
Cunningham, Alice Collette .....	Lambertville, Hunterdon.
Feuling, Ellen Marie.....	Trenton, Mercer.
Hoagland, Edith Emily.....	Woodbridge, Middlesex.
Hulsart, Esther .....	Dover, Morris.

#### Art Teachers Course

Goorley, Nettie May.....	Asbury Park, Monmouth.
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#### Advanced Special Certificates

<i>Name.</i>	<i>Specialty.</i>	<i>Address.</i>
French, Madeline		
	<i>History, German and Latin,</i>	Vincentown, Burlington.
Lamscha, Marjorie Roome		
	<i>English and History,</i>	Butler, Morris.

#### Individual Music Certificates

##### *Advanced Course in Piano*

<i>Name.</i>	<i>Address.</i>
Burroughs, Arthur L.....	Cranbury.
Towne, Grace .....	Trenton.









*Secondary Course in Piano*

<i>Name.</i>	<i>Address.</i>
Albertson, Marjorie .....	Delaware.
Davis, Idamae .....	Trenton.
Fiestal, Marion .....	Hightstown.
Lawshe, Annetta M. ....	Trenton.
Reed, Edna .....	Hamilton Square.
Roberts, Evan T. ....	Lambertville.
Titus, Maude H. ....	Hopewell.

*Elementary Course in Piano*

Ashton, Estelle V. ....	Trenton.
Barwis, Millicent A. ....	Trenton.
Fuhrmann, Elizabeth M. ....	Trenton.
Majeski, Edward .....	Trenton.
Martin, S. Louise .....	Millstone.
Neubeck, W. Henry .....	Trenton.
Popkin, Laura .....	Trenton.
Titus, Gladys E. ....	Hopewell.

*General Course in Violin*

Butterfield, Harold G. ....	Bordentown.
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*Advanced Course in Voice Culture*

Albertson, Marjorie B. ....	Delaware.
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**Senior II****NON-GRADUATES**

Dallas, Martha .....	Haddon Heights, Camden.
O'Brien, Louise .....	Trenton, Mercer.
Vass, Emily G. ....	Blairstown, Warren.

**High School Teachers Course**

Bailey, John Z. ....	Tuckahoe, Cape May.
Conley, Sara V. ....	Jersey City, Hudson.
Cox, Elsie D. ....	Juliestown, Burlington.
Diamond, Constantine .....	Trenton, Mercer.
Durnan, Mary .....	Trenton, Mercer.
Farrier, Elta M. ....	Jersey City, Hudson.
Gaze, Olive .....	Rutherford, Bergen.
Haronian, Frank .....	Trenton, Mercer.
Hartpence, Helen R. ....	Lambertville, Hunterdon.
Hill, Isabel .....	Trenton, Mercer.
Kinsler, Marian .....	Beverly, Burlington.

<i>Name.</i>	<i>Address.</i>
Kinsler, Helen C. ....	Beverly, Burlington.
Lee, Lillian ....	Trenton, Mercer.
Marjarum, Mildred H. ....	Lambertville, Hunterdon.
McDonough, Gertrude E. ....	Trenton, Mercer.
Simmerman, Anna ....	Woodbury, Gloucester.
Sperling, John V. D. ....	Trenton, Mercer.
Trusdell, Bessie R. ....	Vernon, Sussex.
Vogel, Rudolph, Jr. ....	Manasquan, Monmouth.

**Special**

Black, Ivan M. ....	Lambertville, Hunterdon.
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**Senior I**

Avery, Susan M. ....	Trenton, Mercer.
Barkalew, Helen M. ....	South River, Middlesex.
Breckwedel, Grace, ....	Jamesburg, Middlesex.
Brown, Pansy N. ....	Moorestown, Burlington.
Bruce, Margaret E. ....	Matawan, Monmouth.
Butler, Irene C. ....	Keyport, Monmouth.
Case, Laura R. ....	Trenton, Mercer.
Cook, Ruth W. ....	Greenwich, Cumberland.
Croken, Eleanor M. ....	New Brunswick, Middlesex.
Danser, Anna ....	Trenton, Mercer.
Decker, Ethel J. ....	Bayonne, Hudson.
Deegan, Margaret M. ....	Perth Amboy, Middlesex.
Dufford, Ruth ....	Middle Valley, Morris.
Eldridge, Alice W. ....	Bordentown, Burlington.
Estlow, Josephine D. ....	Camden, Camden.
Fenton, Hattie ....	Atlantic City, Atlantic.
Frisbey, Dorothy A. ....	Woodbury, Gloucester.
Generette, Pansy M. M. ....	Camden, Camden.
Ginder, Helen ....	Lakewood, Ocean.
Goddard, Sara E. ....	Manasquan, Monmouth.
Goff, Florence G. ....	Haddon Heights, Camden.
Goodenough, Elizabeth ....	Farmingdale, Monmouth.
Gould, Esther A. ....	Bridgeton, Cumberland.
Gould, Jeanette E. ....	Bridgeton, Cumberland.
Harrold, Marie E. ....	Atlantic City, Atlantic.
Horn, Margaret G. ....	Bristol, Pa.
Huber, Louise B. ....	West Hoboken, Hudson.
Johnson, Alice M. ....	Perth Amboy, Middlesex.
Johnson, Elsie T. ....	Hightstown, Mercer.
Kanouse, Rita ....	Boonton, Morris.
Koechlein, Anna K. ....	Westfield, Union.
Mason, Ethel M. ....	Jersey City, Hudson.
McKeague, Henrietta ....	Millville, Cumberland.

<i>Name.</i>	<i>Address.</i>
Meeker, Maria H. ....	New Brunswick, Middlesex.
Mercker, Helen E. ....	Jersey City, Hudson.
Mills, Florence J. ....	Dover, Morris.
Murray, Helen Marie ....	Perth Amboy, Middlesex.
Nichols, Marion S. ....	Avalon, Cape May.
Nolan, Katharine ....	Trenton, Mercer.
Norris, Grace E. ....	Haddon Heights, Camden.
Obdyke, Helen G. ....	Port Morris, Morris.
Park, Pauline ....	New Village, Warren.
Parker, Marjorie A. ....	Beverly, Burlington.
Parsons, Adele E. ....	Atlantic City, Atlantic.
Robbins, Sara S. ....	Millville, Cumberland.
Ruhlander, Lillian ....	Millville, Cumberland.
Skinner, M. Isabella ....	Phillipsburg, Warren.
Stout, Helen M. ....	Bay Head, Ocean.
Sutton, Bessie G. ....	Pottersville, Somerset.
Ulmer, Clara G. ....	Frenchtown, Hunterdon.
Watson, Hanna F. ....	Wilmington, Del.
Wilcox, Leah J. ....	Long Branch, Monmouth.
Williams, Bertha ....	Long Branch, Monmouth.

## A II

Allen, M. Luvena ....	Bernardsville, Somerset.
Allen, Myrta E. ....	Belvidere, Warren.
Applegate, Mildred B. ....	Prospect Plains, Middlesex.
Ashton, Ina L. ....	Collingswood, Camden.
Atkinson, Volita ....	Moorestown, Burlington.
Avery, Annie L. ....	Trenton, Mercer.
Avil, E. May ....	West Collingswood, Camden.
Ayers, Florence E. ....	Bridgeton, Cumberland.
Ayers, Lena M. ....	Sussex, Sussex.
Bailly, Violet B. ....	Oceanport, Monmouth.
Barnes, Grace E. ....	Haddon Heights, Camden.
Barry, Kathryn ....	Belvidere, Warren.
Bartlett, Gertrude A. ....	Rahway, Union.
Batten, Nellie P. ....	Blackwell, Camden.
Bazzel, Sarah ....	Trenton, Mercer.
Beckhoff, Esther ....	Perth Amboy, Middlesex.
Beers, Dorothy G. ....	Keyport, Monmouth.
Behrens, Hannah L. ....	Asbury Park, Monmouth.
Benjamin, Edna ....	Hopewell, Mercer.
Bennett, Mary E. ....	Gloucester, Camden.
Besser, Elizabeth M. ....	Audubon, Camden.
Black, Katherine H. ....	Lambertville, Hunterdon.
Blackwell, Vivienne M. ....	Trenton, Mercer.
Blair, Helen D. F. ....	Sicklerville, Camden.
Boger, Maude E. ....	Long Branch, Monmouth.



<i>Name.</i>	<i>Address.</i>
Bozearth, Elizabeth M. ....	Bridgeton, Cumberland.
Bradway, Ella .....	Wildwood, Cape May.
Brands, Florence C. ....	Delaware, Warren.
Brower, Edna .....	Bay Head, Ocean.
Bryan, Mada E. ....	Port Murray, Warren.
Byrnes, Blanche .....	Freehold, Monmouth.
Carlough, Annabel .....	Campgaw, Bergen.
Carnall, Mabel .....	Trenton, Mercer.
Carr, Catharine .....	Bristol, Pa.
Case, Ada R. ....	Three Bridges, Hunterdon.
Case, Martha .....	Morrisville, Pa.
Chase, Rebecca .....	Rahway, Union.
Cheshansky, Rose E. ....	Perth Amboy, Middlesex.
Chew, Rose M. ....	Clayton, Gloucester.
Christie, Maebelle .....	Millville, Cumberland.
Clark, Isabel .....	Trenton, Mercer.
Cleary, Viola M. ....	Trenton, Mercer.
Clevenger, Phoebe E. ....	Ocean Grove, Monmouth.
Colburn, Helen W. ....	New Brunswick, Middlesex.
Compton, Dorothy M. ....	Bridgeton, Cumberland.
Cooper, F. Mildred .....	Englishtown, Monmouth.
Cooper, Gladys M. ....	Andover, Sussex.
Cooper, Marjorie .....	Rutherford, Bergen.
Cooper, Victorine A. ....	Englishtown, Monmouth.
Corn, Dorothy .....	Chrome, Middlesex.
Cranmer, Virginia Z. ....	Mount Holly, Burlington.
Crispin, Edna T. ....	Bassett, Gloucester.
Croxton, Mildred C. ....	Mt. Ephraim P. O., Camden.
Curley, Madeline .....	Bayonne, Hudson.
Currie, Madeline .....	Keyport, Monmouth.
Dalley, Laura F. ....	Three Bridges, Hunterdon.
Davis, Ivy L. F. ....	Trenton, Mercer.
Davis, Mildred B. ....	Plainfield, Union.
Decker, Gertrude .....	Butler, Morris.
De Groat, Emily R. ....	Waldwick, Bergen.
Ditton, Anna L. ....	Phillipsburg, Warren.
Dixon, Julia .....	Elmer, Salem.
Doherty, Frances M. M. ....	Atlantic City, Atlantic.
Doris, Elizabeth .....	Perth Amboy, Middlesex.
Downs, Lillian W. ....	German Valley, Morris.
Dwyer, Dorothy .....	South Amboy, Middlesex.
Eck, Ada E. ....	Jersey City, Hudson.
Egan, Teresa .....	Trenton, Mercer.
Eiseman, Mary A. ....	Bay Head, Ocean.
Ellis, Beatrice C. ....	Wenonah, Gloucester.
Ellis, Jeannette .....	Trenton, Mercer.
Ericson, Jennie A. ....	Helmetta, Middlesex.

# STATE NORMAL SCHOOL REPORT.

<i>Name.</i>	<i>Address.</i>
Estell, Russell	Lakewood, Ocean.
Farber, Clara V.	Vernon, Sussex.
Fagan, Margaret	Trenton, Mercer.
Fay, Helen	Elberon, Monmouth.
Feil, Gertrude E.	Vineland, Cumberland.
Fergusson, Mary V.	Trenton, Mercer.
Finkle, Bessie	Trenton, Mercer.
Firth, Mazie T.	Laurel Springs, Camden.
Fischer, Ruth M.	Trenton, Mercer.
Forman, Ruth W.	Burlington, Burlington.
Forsyth, Mary	Freehold, Monmouth.
Foster, Lillian M.	Highlands, Monmouth.
Foulds, Loretta	Trenton, Mercer.
Frazee, Mabel I.	Forked River, Ocean.
George, Marion B.	Califon, Hunterdon.
Giberson, Alice	Florence, Burlington.
Gilhuly, Hattie B.	Red Bank, Monmouth.
Gillette, Adelma E.	Vineland, Cumberland.
Githens, Mildred C.	Millville, Cumberland.
Glenn, Miriam E.	West Creek, Ocean.
Godfrey, Ruth	Bloomsbury, Hunterdon.
Goodwin, Edith	Trenton, Mercer.
Grehea, Helena L.	Atlantic Highlands, Monmouth.
Green, Dora S.	Woodstown, Salem.
Greer, Bessie A.	Woodbury, Gloucester.
Griffith, Emma C.	Clover Hill, Hunterdon.
Hannan, Mary A.	Bridgeton, Cumberland.
Harris, Ella H.	Burlington, Burlington.
Harper, Gladys A.	Yardley, Pa.
Harty, Anna	Newton, Sussex.
Havens, Louise M.	Lakewood, Ocean.
Henry, Edna C.	Trenton, Mercer.
Heritage, Edythe S.	Woodbury, Gloucester.
Heyder, Margaret	Belvidere, Warren.
Higgins, Grace	Bordentown, Burlington.
Higgins, Sara M.	Bordentown, Burlington.
Hildreth, Norma F.	Cape May, Cape May.
Hornby, Marjorie	Ocean Grove, Monmouth.
Howard, Alice A.	Rahway, Union.
Hughes, Blanche T.	Millville, Cumberland.
Hurley, Ella May	Lakewood, Ocean.
Ivins, Mabel F.	Atlantic City, Atlantic.
Jacobs, Tillie	Atlantic City, Atlantic.
Jennings, Mary C.	Trenton, Mercer.
Jennings, Norma E.	Hamburg, Sussex.
Johnson, Helen F.	Rahway, Union.
Johnson, Helen H.	Millville, Cumberland.



<i>Name.</i>	<i>Address.</i>
Johnson, Melvin R. ....	Cedarville, Cumberland.
Jollie, Ida ....	Rutherford, Bergen.
Jones, Delanna ....	Trenton, Mercer.
Kaufman, L. Rose ....	Toms River, Ocean.
Keables, Jennie ....	Camden, Camden.
Kelly, Marie ....	Long Branch, Monmouth.
Kernan, Calcelia ....	Trenton, Mercer.
Kille, Irva R. ....	Clayton, Gloucester.
Kirk, Aleen ....	South Amboy, Middlesex.
Kroll, Elfried ....	Rochelle Park, Bergen.
Lamson, Marietta ....	Moorestown, Burlington.
Ledger, Genevieve X. ....	Stockton, Hunterdon.
Lee, Dorothy H. ....	New Brunswick, Middlesex.
Leino, Martha A. ....	Bergenfield, Bergen.
Lentfer, Catherine ....	Millstone, Somerset.
Le Valley, Elizabeth ....	Long Branch, Monmouth.
Levy, Dorothy F. ....	Trenton, Mercer.
Lewin, Mabel A. ....	Delanco, Burlington.
Linsky, Grace ....	Carteret, Middlesex.
Livingston, Frances G. ....	Fairton, Cumberland.
Longstreet, Lucile G. ....	Manasquan, Monmouth.
Lord, Ruth H. ....	Millville, Cumberland.
Loson, Myrtle A. ....	Ocean Grove, Monmouth.
MacIntyre, Emma ....	Bradley Beach, Monmouth.
Magill, Rose ....	Vineland, Cumberland.
Martin, Clara E. ....	Jamesburg, Middlesex.
Matthews, Henrietta W. ....	Wharton, Morris.
McCarthy, Sadie A. ....	Freehold, Monmouth.
McCloskey, Marion ....	Point Pleasant, Ocean.
McCusker, Robert ....	Bayonne, Hudson.
McGinnis, Martha R. ....	Bayonne, Hudson.
Messler, F. Esther ....	Allentown, Monmouth.
Meyer, Carrie ....	Camden, Camden.
Mills, Marion H. ....	Sussex, Sussex.
Minner, Fannie M. ....	Bloomington, Passaic.
Minter, Louise ....	Washington, Warren.
Misland, Mary ....	Bayonne, Hudson.
Mitchell, Helen A. ....	Phillipsburg, Warren.
Motyl, Wladyslaw ....	Trenton, Mercer.
Moore, Frances O. ....	Manasquan, Monmouth.
Moore, Ruth B. ....	Bridgeton, Cumberland.
Morse, Bessie W. ....	May's Landing, Atlantic.
Maas, Viola ..	Morrisville, Pa.
Muckensturm, Kathryn M. ....	Rosedale, Atlantic.
Muller, Viola ....	Bayonne, Hudson.
Munyon, Ellen J. ....	Bridgeton, Cumberland.
Myers, Florence J. ....	Boonton, Morris.

<i>Name.</i>	<i>Address.</i>
Myers, Laura L. ....	Rahway, Union.
Myers, Sarah .....	Boonton, Morris.
Nason, Marjorie E. ....	Trenton, Mercer.
Neal, Dorothy T. ....	Riverside, Burlington.
Nelson, Laura .....	Vineland, Cumberland.
Newell, Mary A. ....	Salem, Salem.
Newton, Arthur T. ....	Jersey City, Hudson.
Nichols, Madeleine .....	Trenton, Mercer.
Noble, Lillian .....	Lambertville, Hunterdon.
Oltmanns, Helen .....	Newark, Essex.
O'Neil, Ella .....	Millstone, Somerset.
Osborne, Helen T. ....	Atlantic City, Atlantic.
Palmer, Lena A. ....	Sparta, Sussex.
Parcells, Elsie A. ....	New Providence, Union.
Parker, Helen A. ....	Allentown, Monmouth.
Pearce, Mattie H. ....	Bridgeton, Cumberland.
Penn, Frances .....	Toms River, Ocean.
Pettit, Cornelia .....	Woodstown, Salem.
Porter, Evelyn F. ....	Three Bridges, Hunterdon.
Potter, Grace E. ....	Bayville, Ocean.
Prickitt, Mary E. ....	Medford, Burlington.
Priddy, Velma .....	South River, Middlesex.
Proud, Alice E. ....	Masonville, Burlington.
Pursel, Gussie A. ....	Oxford, Warren.
Quadt, Emeline C. ....	Perth Amboy, Middlesex.
Quinn, Adrienne M. ....	Bayonne, Hudson.
Rairdon, Helen A. ....	Salem, Salem.
Randall, Margaret J. ....	Trenton, Mercer.
Ratti, Marie .....	Delanco, Burlington.
Reed, Ruth E. ....	Lebanon, Hunterdon.
Reeves, Alma .....	Millville, Cumberland.
Reeves, Ella E. ....	Millville, Cumberland.
Reimann, Frances E. ....	Trenton, Mercer.
Ripps, Miriam R. ....	Bayonne, Hudson.
Ritter, Marion A. ....	Rahway, Union.
Robbins, C. Mabel .....	Trenton, Mercer.
Robbins, Margaret C. ....	Port Norris, Cumberland.
Roberts, Catherine J. ....	Marlton, Burlington.
Robinson, Susie W. ....	Berlin Camden.
Rode, Helen .....	Swedesboro, Gloucester.
Rode, Verna .....	Swedesboro, Gloucester.
Rogers, Bernice E. ....	New Market, Middlesex.
Rogers, Dorothy M. ....	Bivalve, Cumberland.
Roth, Jean S. ....	Perth Amboy, Middlesex.
Rowe, Mabelle H. ....	Franklin, Sussex.
Rue, Blanche A. ....	Hightstown, Mercer.
Russ, Ruth C. ....	Delanco, Burlington.

<i>Name.</i>	<i>Address.</i>
Rosso, Grace, .....	Rahway, Union.
Saalman, Carrie E. ....	Egg Harbor City, Atlantic.
Sacarnay, Rose .....	Perth Amboy, Middlesex.
Samuels, Ethel M. ....	New Brunswick, Middlesex.
Sawyer, Marie A. ....	Trenton, Mercer.
Sayre, Edna .....	Budd Lake, Morris.
Schaab, George .....	Cologne, Atlantic.
Schive, Marie E. ....	Rahway, Union.
Scott, Elizabeth .....	Sicklerville, Camden.
Searles, Minnie L. ....	Belvidere, Warren.
Showell, Alma .....	Absecon, Atlantic.
Skinner, Mildred .....	Richwood, Gloucester.
Slate, Ethel B. ....	Branchville, Sussex.
Smires, Elsie G. ....	Cream Ridge, Monmouth.
Smith, Dorothy M. ....	Plainfield, Union.
Smith, Roselle .....	South River, Middlesex.
Soethen, Helen A. ....	Trenton, Mercer.
Souder, Harriet D. ....	Shiloh, Cumberland.
Spaulding, Mary V. ....	Cranbury, Middlesex.
Spencer, George T. ....	Plainfield, Union.
Spicer, Reba L. ....	Wharton, Morris.
Springer, Laura I. ....	Rahway, Union.
Staats, Sara E. ....	Griggstown, Somerset.
Stapelfeld, Ruth K. ....	New Brunswick, Middlesex.
Steen, Helen M. ....	Trenton, Mercer.
Stehley, Helen .....	Camden, Camden.
Stokes, Grace C. ....	Trenton, Mercer.
Stoll, Laura .....	Newton, Sussex.
Stults, Mildred F. ....	Hightstown, Mercer.
Tams, Hilda M. ....	Trenton, Mercer.
Tatum, Alice F. ....	Collingswood, Camden.
Thompson, Mae C. ....	Trenton, Mercer.
Tice, Marguerite M. ....	Rahway, Union.
Titus, Jane I. ....	Lambertville, Hunterdon.
Tobin, Alice A. ....	Trenton, Mercer.
Todd, Ethel E. ....	Hackensack, Bergen.
Van Horne, Florence .....	Trenton, Mercer.
Van Horne, Jessie .....	Trenton, Mercer.
Verhoeff, Carolyn L. ....	Ridgewood, Bergen.
Walsh, Josephine V. ....	Trenton, Mercer.
Watkins, Ruth, .....	Princeton, Mercer.
Weller, Sarah .....	Ocean Grove, Monmouth.
West, Elizabeth P. ....	New Sharon, Monmouth.
Wharton, Mildred L. ....	Raritan, Somerset.
White, Hazel M. ....	Trenton, Mercer.
Williams, Roberta C. ....	Wharton, Morris.
Wilson, Mary .....	Matawan, Monmouth.

<i>Name.</i>	<i>Address.</i>
Wood, Lydia G. ....	Blackwood, Camden.
Woodruff, Ruth ....	Perth Amboy, Middlesex.
Wright, Pearl B. ....	Clayton, Gloucester.
Wynocker, Ethel ....	Atco, Burlington.
Young, Mary H. ....	Laurelton, Ocean.
Zanes, Pearl M. ....	Woodbury, Gloucester.

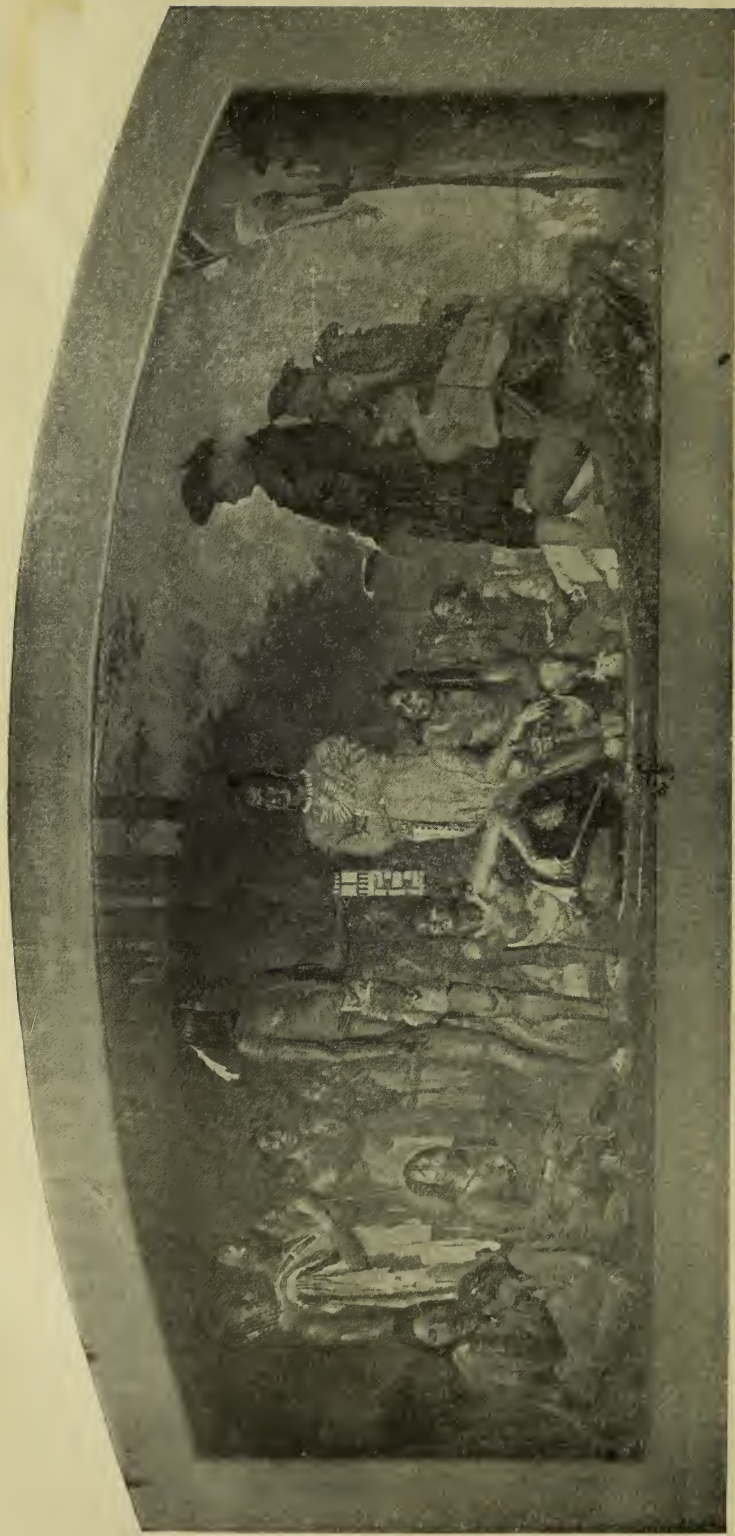
## A 1

Absalom, M. Viah ....	Florence, Burlington.
Allen, Bertha E. W. ....	Trenton, Mercer.
Andrews, John ....	Trenton, Mercer.
Barr, Mildred L. ....	Metuchen, Middlesex.
Broome, Helen ....	Beach Haven, Ocean.
Brown, Anna C. ....	Trenton, Mercer.
Brown, Anna E. ....	Millville, Cumberland.
Coe, Grace H. ....	Bordentown, Burlington.
Corbett, Elizabeth M. ....	Bordentown, Burlington.
Conlon, Gertrude ....	New Brunswick, Middlesex.
Crisman, Carrie S. ....	Blairstown, Warren.
Cadwallader, Eleanor ....	Trenton, Mercer.
Cofield, Loretto ....	Bayonne, Hudson.
Coogan, Mary A. ....	Swedesboro, Gloucester.
Craig, Emily G. ....	Basking Ridge, Somerset.
Donaghay, S. Margaret ....	West Collingswood, Camden.
Ellis, Beulah ....	Camden, Camden.
Eastburn, Ellen E. ....	Bridgeboro, Burlington.
Embley Marion ....	Hightstown, Mercer.
Gerson, Rose ....	Trenton, Mercer.
Godley, Eleanor G. ....	Trenton, Mercer.
Goodwyn, Ida ....	Trenton, Mercer.
Graham, Alice ....	Trenton, Mercer.
Holcombe, Paul ....	Lambertville, Hunterdon.
Howlett, Myra J. ....	Basking Ridge, Somerset.
Hunt, Beatrice N. ....	Palmyra, Burlington.
Johnson, Raymond R. ....	Lambertville, Hunterdon.
Jollie, Irene ....	Rutherford, Bergen.
Kaminskie, Mildred ....	West Collingswood, Camden.
Karshmer, Fannie ....	New Brunswick, Middlesex.
Kienzle, Rachel ....	Helmetta, Middlesex.
Kistler, Jessie ....	Hasbrouck Heights, Bergen.
Kithcart, Emma ....	Butler, Morris.
Kohl, Mildred B. ....	Trenton, Mercer.
Lambert, Emma ....	Dover, Morris.
Laning, H. Allen ....	Verona, Essex.
Lore, Ada C. ....	Newport, Cumberland.
Lybrand, Christiana ....	Riverside, Burlington.

<i>Name.</i>	<i>Address.</i>
Martin, William H. ....	North Woodbury, Gloucester.
McGeorge, Frances ....	Woodstown, Salem.
Maley, Mahlon ....	Fieldsboro, Burlington.
Newkirk, Helen A. ....	Collingswood, Camden.
Noble, Loyd ....	Long Branch, Monmouth.
O'Brien, Helen M. ....	Bayonne, Hudson.
Oliphant, Roberta ....	Trenton, Mercer.
O'Neill, Anna ....	Bayonne, Hudson.
Opie, Grace C. ....	Somerville, Somerset.
Pilling, May S. ....	Pitman, Gloucester.
Potter, Margaret F. ....	Trenton, Mercer.
Quandell, Lloyd ....	Lambertville, Hunterdon.
Rutter, Sara R. T. ....	West Creek, Ocean.
Ryan, Mary C. ....	Wharton, Morris.
Reynolds, Hazel I. ....	Jersey City, Hudson
Roche, A. Helen ....	Trenton, Mercer.
Ross, Lillie ....	Linden, Union.
Schmidt, Helen L. ....	Watchung, Somerset.
Shuart, Marguerite ....	Hackensack, Bergen.
Sievers, Nelchen T. ....	Bordentown, Burlington.
Taubert, Charlotte ....	Weehawken, Hudson.
Thruelsen, Marion Z. ....	Rahway, Union.
Trotter, Ruth E. ....	Atlantic City, Atlantic.
Vandergrift, M. Elizabeth ....	Delanco, Burlington.
Vass, Elizabeth E. ....	Washington, Warren.
Volk, Mary A. ....	Trenton, Mercer.
Wall, Lydia I. ....	Trenton, Mercer.
Warner, Eunice ....	Riverside, Burlington.
Wood, E. Ralph ....	Bordentown, Burlington.
Woolley, Jessie E. ....	Long Branch, Monmouth.
Woodhouse, Edith ....	Trenton, Mercer.
Zurbrugg, Anna F. ....	Riverside, Burlington.







*Mural Decoration, Auditorium.*

THE PEACE COUNCIL OF NEW JERSEY AND THE INDIANS, 1758.

BY RICHARD BLOSSOM FARLEY.

## Model School

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### ENTRANCE CONDITIONS

Applicants for admission to the Model School as boarders should apply to have their names registered, forwarding age and address, and the name of the school last attended. Applications for the fall term should be made by the first of June if possible, as otherwise all places in the dormitories may be assigned to Normal students. There is, however, usually a shrinkage during the summer months, making it possible to consider a few late applicants. The rule concerning the reservation of rooms is the same as that for the Normal School. See page 29.

Upon entering the school, students should bring with them reports of previous school work.

Applicants under fourteen years of age are not admitted as boarding pupils.

Students may be admitted to the Model School classes at any time during the term if their preparation is such that they can be classified. It is often the case that a pupil can be classified during the term as well as at the beginning of a term.

A student may take one or more subjects at a time according to strength or preparation.

For calendar of dates see page 102.

### COURSES OF STUDY

The Model course of study begins with the kindergarten and extends by regular development through what are commonly known as primary, grammar and high school grades, to the extent of a full preparation for any of the colleges, or the equivalent.

The work is mapped out to cover a period of twelve years for a child beginning at about the age of five.

The planning of the work in years is simply for purposes of comparison, classification, etc. The child may take the course in less time, or may give more time to it, according to his ability.

The work is all under experienced teachers, who are careful to consider the individual needs of the pupil. A person entering the school for the first time is classified not simply according to his knowledge, but also with regard to his working power.

Promotions are made at any time when the pupil is found prepared for them. The outline of work below, though quite full, is designed to be suggestive rather than arbitrary.

For individual music courses see Description of Units, Normal.

Reading and penmanship for the full primary course, and nature study for the primary and grammar grades.

### Reading

A pupil's success depends largely upon his power to get and give thought from books, hence a large proportion of time is given to reading in the primary, where the mechanical difficulties of this subject are so great.

In order to gain fluency, sight-reading of easy matter, as the books of a lower grade, is a part of the work of all grades.

Silent reading followed by reproduction or by oral reading forms a frequent exercise. The children are trained to grasp only central thoughts and by reading only once.

### Books

Several different first, second, third and fourth readers.

Tree Dwellers, Early Cave Men, Later Cave Men, Dopp; Fables and Folk Stories, Scudder; Stories of Pioneer Life, Bass; Hans Andersen's Fairy Tales (First Series); Seven Little Sisters, Andrews; Geographic Nature Studies.

### Penmanship

Imitation and interest are the basis of instruction for the youngest pupils, combining and correlating helpful practice in writing, with language and reading for the first and second years.

Large, correct copies, the size that are to be imitated, are placed before the children to write from. The copy is also written upon the blackboard by the teacher in the presence of the class.

Position, penholding and form are taught incidentally to each individual, "here a little and there a little." Individual movement drill exercises are given on the blackboard to develop a free muscular control of the arm. These exercises are based upon the direct and reversed oval which are common to the letter forms and combinations. The copies consist of phrases and sentences involving figures of the Arabic notation.

In the third year more specific attention is given to the definite instruction in the classified letter forms, hygienic position, penholding and systematic movement drill.

*Copies.*—The copies consist of full-line sentences of useful maxims. A verse in parts and review as a whole to learn the mechanical arrangement of the verse unit. Writing of a letter in parts, involving the use of capitals, punctuation, figures and arrangement. Review as a full letter unit. Super-scription of envelope, involving arrangement, punctuation, proper use of capitals, and the affixing or locating government stamp in the upper right-hand corner.

### Nature Study

The chief aims of nature study are as follows:

1. To give general acquaintance with and interest in common objects and processes in nature.
2. To encourage the child's own activity.
3. To give training in definite and accurate observation.
4. To direct investigation by the assignment of simple experiments.

5. To give pupils useful knowledge about natural objects and processes as they directly affect human life and interests.

This subject is taught from the first to the seventh year, inclusive. In the first grade it is made a part of the morning talks, in the other grades it is taught two periods a week.

The work is planned so that useless repetitions will be avoided and there will be a logical sequence and growth in the conduct of lessons.

In the lower grades aims (1) and (2) are emphasized and the material is chiefly plant and animal life, consisting of subjects chosen from the immediate environment. Weather conditions are also observed and records are made.

In the upper grades aims (3), (4) and (5) are given more emphasis, and in addition to the biological phase, the physical and hygienic phases of nature study are considered. The former includes topics connected with earth study, as: soils, minerals, heat and winds. The latter includes facts of personal and public health which will make the pupils safer members of the community. Experimental work with molds and bacteria shows the meaning of infection, sterilization and other processes which affect the spread of disease.

All of the classes do some gardening. In the fall this consists of harvesting matured products from the school garden, study of insect pests and bulb planting.

In the spring each child has a small garden plot or a class problem is chosen.

Some plants and animals are kept in the classrooms. This gives training in their care and affords opportunity for the formation of habits of kindness towards living things.

#### KINDERGARTEN AND FIRST YEAR

Activities carried on largely in groups. Part of all the following list being chosen according to the specific needs of each group. In each activity emphasis is placed upon initiative, originality, and independent thinking.

##### I. PLAYFUL ACTIVITIES

1. Free play with balls, beanbags, swing, jumping-box, ladders, etc.
2. Rhythmic activities and folk dancing.
3. Organized games with ten-pins, dominoes, beanbags, etc., with score-keeping; playing store and other activities which naturally involve much incidental number experience.

##### II. ENGLISH

1. Conversation in connection with daily activities and interests of children.
2. Story-telling, including reproduction and dramatization of same by children.
3. Memorizing of a selected list of poems and songs.
4. Reading



## STATE MODEL SCHOOL REPORT.

- a. Early work based upon familiar rhymes and stories and printed on manila tagboard with price and sign marker.
- b. Five or six readers.
- c. Other supplementary material in connection with school experiences.
- d. Gradual introduction of phonics in connection with familiar words as an aid to independent work.
- e. Some oral spelling of familiar words near end of year.
5. Writing
  - a. First half.

Blackboard writing—names, numbers and some familiar words.
  - b. Second half.

Similar work with pencil and paper. Some movement drills.

### III. NATURE EXPERIENCES

In connection with excursions, gardening, pets.

### IV. MUSIC

Rote songs. Songs of seasons. Careful work with monotonies.

### V. CONSTRUCTIVE ACTIVITIES

Mass drawing, paper-cutting, building with blocks, modeling in clay and plasticine. Construction with wood, paper and textiles in connection with dolls and dolls' houses.

## SECOND YEAR

All the forgoing activities continued with more attention to technique. An increasing amount of self-guidance encouraged.

In addition to the above:—

### NUMBER

Facts of addition and subtraction; multiplication and division through five.

### ENGLISH

Picture Study.

Social and Civic Life. Primitive and Community Life.

Written Language. Simple sentence composition; use of capital at the beginning of sentences and proper names; the period, interrogation point and apostrophe.

Spelling. First term oral, second term written; words taken from the children's experiences.

Writing. Second term pen and ink.

### NATURE STUDY

Cardinal and semi-cardinal directions, naming of winds.

### MUSIC

Rote songs, songs of seasons. Presentation of scale by songs leading to syllables. Simple intervals, simple two, three and four-part measure.

Oral and written tonal dictation. Sight singing from books.

# STATE MODEL SCHOOL REPORT.

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## DRAWING AND HAND WORK

Brush work in ink and water color, rhythmic design, construction to measurement.

### THIRD YEAR

#### NUMBER

Reading and writing of numbers to 100,000. Facts in the four fundamental processes established. Fractions: Ideas and relations of halves, fourths and eighths, of thirds and sixths. Addition and subtraction of fractions. Measures: Extension of work of denominations of tables, teaching relations objectively. Comparisons of solids, surfaces and lines to determine relation. Decimal fractions as used in United States money. Roman notation to C.

#### LANGUAGE

Oral. Extension of work of preceding year.

Written: Letter-writing and some composition in other subjects. Quotation marks, simple uses of comma and apostrophe.

#### GEOGRAPHY AND NATURE STUDY

Home conditions in relation to physical features and climate. Extension of work of previous grades.

#### SPELLING

Oral and written. Words selected from other lessons and common needs.

#### CIVICS AND SOCIAL LIFE

Child life in other lands, Holland, Germany, France, and Japan, compared and contrasted with child life in America.

#### VOCAL MUSIC

Rote songs, songs of seasons. Rounds. More difficult intervals, two, three and four tones to a beat, fi, ri, te, and si introduced, preparation for part singing. Oral and written tonal and metric dictation. First Reader completed.

#### DRAWING

Same subjects continued. More attention given to proportion, to direction of growth and branching of plants. Construction work involving measurements of the inch and half-inch.

### FOURTH YEAR

#### NUMBER WORK

Practice in reading and writing numbers. Thorough drill in fundamental processes, including analysis of simple problems.

Fractions: Addition and subtraction of fractions with simple denominators. Multiplication and division developed objectively.

Measures: Classification and study of facts of the more important tables and simple calculations. Comparison of solids, surfaces and lines leading to ratio.



## LANGUAGE

Oral: Introduction of outline. Original stories based upon pictures.

Written: Reproduction, original composition with use of outline, practice in letter-writing and introduction to the paragraph.

## GEOGRAPHY

Very elementary work on the earth as a whole, emphasizing the life of the zones.

Observational study of the seasons; keeping weather records.

Distribution and characteristics of the different races of men, with some study of their home life.

Industries, commercial routes and business centers of the city.

## VOCAL MUSIC

Rote songs, songs of seasons. Rounds. Difficult intervals, including chromatics, additional chromatic tones. Unevenly divided beat. Oral and written tonal and metric dictation. Second reader.

## DRAWING

Same subjects as in previous year adapted to fourth year pupils. Construction work involving use of quarter-inch. Free hand lettering.

## PENMANSHIP

Hygienic position, penholding, letter forms and combinations and systematic movement drill receive special attention.

Copies.—The copies consist of business phrases, involving the use of capitals, punctuation, business characters and figures. Patriotic verse drilled upon in parts. Systematic review in parts and as a whole, forming a full unit page, or verse of connected lines.

## GRAMMAR SCHOOL

As a rule there are recitations daily in each subject. Drawing, singing, penmanship, physical training and nature study are generally exceptions, classes in these subjects meeting two or three times a week.

## Grade D

## ENGLISH

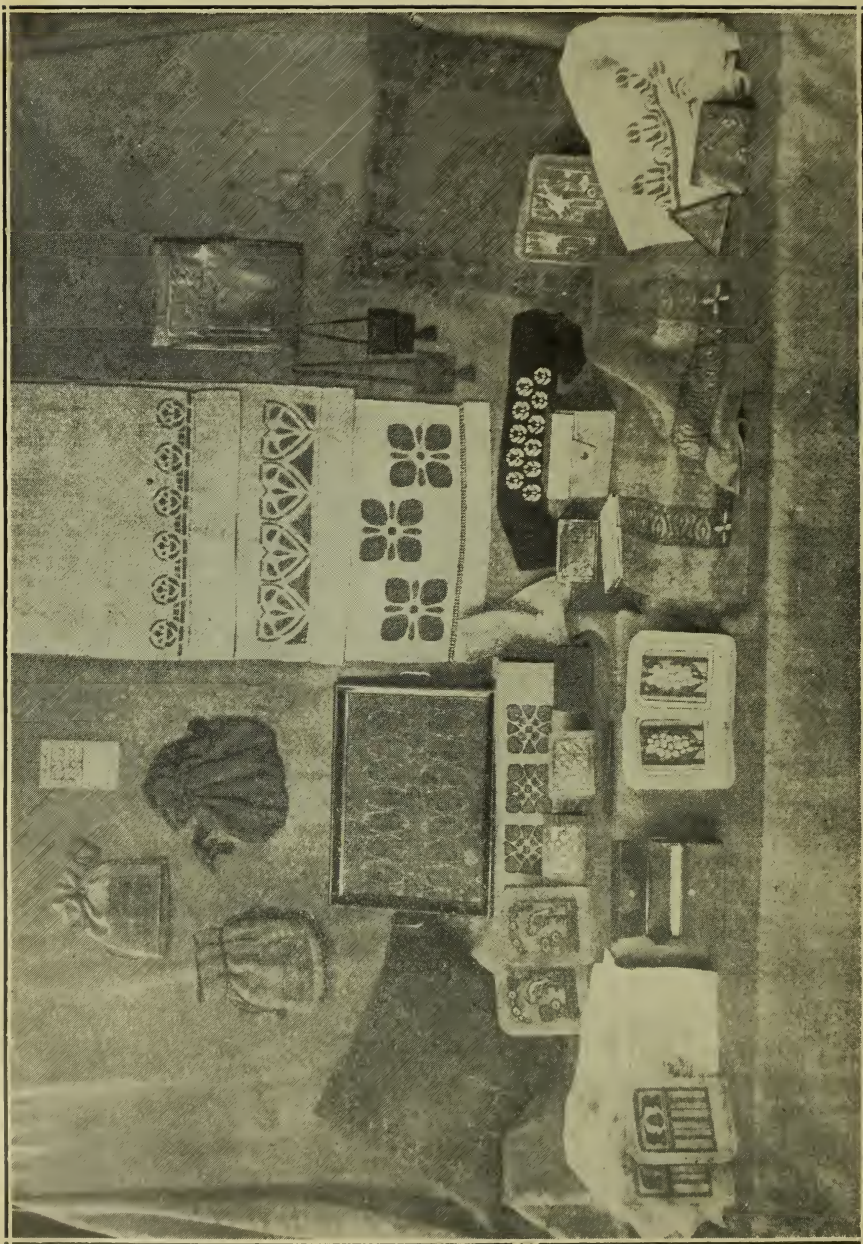
Reading: Eggleston's First Book in American History; The Story of King Arthur, Pratt; Moni, the Goat Boy, Pinocchio; Book of Selections from Longfellow's Poems; Hans Andersen's Fairy Tales.

## LANGUAGE

Lessons from Mother Tongue, Book I, Part I. Reproductions of nature study and stories; descriptions of pictures; study and memorizing of poems.

## SPELLING





MODEL HIGH AND GRAMMAR SCHOOL DEPARTMENTS, CRAFT WORK.

**ARITHMETIC**

Notation and numeration of numbers, containing three periods, containing three decimal places. Addition, subtraction, multiplication and division of fractions: using common fractions having small denominators. Decimals: Addition and subtraction; multiplication by integers; division (*a*) by integers, (*b*) by like numbers, the quotient to be integers (no number in any case to contain more than three decimal places). Compound numbers: Reductions, using denominations previously taught. Mensuration: Square measure to square yard; areas of squares and rectangles; cubic measure to cubic yard; contents of cubes and rectangular prisms. Drill in mechanical work.

**GEOGRAPHY**

Study of the several grand divisions; main divisions of land and water; brief study of the leading nations of the world; distribution of plant and animal life. Observational work. Field trips.

**DRAWING**

Water color, crayola and pencil studies of plant forms with emphasis on placing, direction and character of growth and branching, proportion of parts and color. Drawing from single object and pose. Lettering. Study of hue, value and intensity as related to color. Problems giving drill in design, measuring and constructing.

**PENMANSHIP**

Great attention is given to position, penholding, letter forms, and unit motion as found in letters and combinations. Systematic rhythmic drills are introduced to develop quality of control and line, rather than perfect form. The approximation to the correct form with a free, graceful, muscular control of the hand is emphasized in this grade to gain more facility. Copies consist of more simple words and combinations.

**VOCAL MUSIC**

Songs with piano accompaniment. All difficult diatonic intervals, simple chromatic intervals, unevenly divided beat. Daily part singing. Oral and written tonal and metric dictation. Second Reader.

**PHYSICAL TRAINING****Grade C****ENGLISH**

Reading: Robin Hood; Ways of Wood Folk; The Courtship of Miles Standish; Heidi; Current Events.

**LANGUAGE**

English taught largely through history. Simple, concise stories from history told by teacher; retold by pupils; written by pupils; matter, English and spelling corrected by teacher; copied by pupils into books. Description of pictures. Lessons from Mother Tongue, Book I, Part II.



## SPELLING

## GEOGRAPHY

Elementary study of the most important land and water forms. North America, especially the United States, studied in detail. Observation work. Field trips. Relief maps.

## ARITHMETIC

Fractions, common and decimal. Percentage: Three fundamental "cases"; profit and loss; simple interest (very simple problems in last four subjects). Compound numbers. Mensuration: areas of parallelograms, rectangles and circles; surfaces and contents of rectangular prisms; problems in plastering, papering and carpeting rooms, etc.; capacity of rectangular bins, tanks, rooms, etc.; drill in mechanical work.

## NATURE STUDY

## PENMANSHIP

Aim at same purpose as in D Class. The copies consist of full line sentences, which contain a statement of some important scientific fact.

## VOCAL MUSIC

Songs with piano accompaniment. All diatonic intervals with added chromatic skips. Evenly and unevenly divided beat. Majority of singing in parts, three part begun. Sharp signatures begun. Oral and written tonal and metric dictation. Third Reader.

## DRAWING

Same work as in previous grades adapted to sixth year pupils. Making of working drawings.

## PHYSICAL TRAINING

**Grade B**

## ENGLISH

Reading: Legend of Sleepy Hollow; How the World Is Housed; Lamb's Tales from Shakespeare; King Arthur, Malory; Selected Short Poems.

## GRAMMAR AND LANGUAGE

Technical grammar, excluding the more difficult syntactical questions. Mother Tongue, Book II, Chapters I to CXV. Grammatical analysis. Business letters: Subscribing for periodicals, stopping subscriptions, sending for samples, etc. Stories based on proverbs and fables, etc. Reproductions.

## SPELLING

## ARITHMETIC

Percentage: Profit and loss; trade discount (more difficult problems in these subjects); commission; simple interest; a little time in compound and annual interest; bank discount; taxes; duties; fire insurance. Longitude and time. Measurement: More difficult problems in work of preceding year; easy problems in masonry and brick work; excavating cellars and ditches; filling in roadbeds, etc.; board measure. Drill in mechanical work.

## AMERICAN HISTORY

## GEOGRAPHY

Continents, except North America, studied in detail. Political geography closely allied to physical. Field trips. Relief maps.

## PENMANSHIP

Two-line copies are given in the form of a paragraph. Each copy contains a statement of a leading event in American history. Figures form an important part of the copies. Three-line copies are given in the same way, each a statement of an important fact in civil government.

## VOCAL MUSIC

Songs of best composers studied, with careful attention to expression and tone development. All chromatics sung. Difficult unevenly divided beat. Triplets sung. Sharp and flat signatures written. Oral and written tonal and metric dictation. Third Reader.

## DRAWING

Continuation of work of previous grade with more attention to detail and technique. Beginning of straight line perspective. Greater emphasis on design and color.

## PHYSICAL TRAINING

## Grade A

## ENGLISH

Literature: Evangeline; Tale of Two Cities; Marmion; Dicken's Christmas Stories; Selected Short Poems and Stories; The Merchant of Venice or Midsummer Night's Dream.

## GRAMMAR AND COMPOSITION

Review of technical grammar, including difficult syntactical questions. Mother Tongue, Book II included. Composition. More formal theme writing.

## ARITHMETIC

Percentage—stocks and bonds; domestic and foreign exchange. Simple proportion, square root and its applications. A careful review of funda-



mental processes; cancellation, factoring, greatest common divisor, least common multiple. Careful review of common and decimal fractions, percentage and its applications. Metric system as required in the study of the natural sciences. Literal notation introduced in this and the preceding grade wherever practicable.

#### PHYSICAL GEOGRAPHY AND THE GEOGRAPHY OF NEW JERSEY

Twice a week.

#### AMERICAN HISTORY AND ELEMENTS OF CIVIL GOVERNMENT

#### MANUAL TRAINING OR SINGING

#### VOCAL MUSIC

Songs of best composers continued. Three part singing. Minor scales. Oral and written tonal and metric dictation. Third Reader.

#### PENMANSHIP

Business forms consisting of a connected series of transactions, involving a deposit slip, bill for goods, checks, stub, endorsements, business letter, superscription of envelope, application for post-office order, promissory note, time draft, sight draft, receipt, due bill, telegram, personal cash account. Social forms consisting of formal invitation, formal regret, invitation card, acceptance of invitation, note of congratulation, note of request, beginning and ending of letters, note of excuse, letter of introduction, business letter as signed in legal form by married woman, business letter as signed by unmarried woman, informal invitation, club invitation, informal letter, back of postal card, superscription of postal card.

#### DRAWING

Same subjects continued. Application of original designs and color schemes to stenciled articles for the house, tooled coin cases and book plates.

### HIGH SCHOOL

#### Classical Course

##### FIRST YEAR.

ENGLISH: as in English Course.

ENGLISH HISTORY, four times a week.

ALGEBRA: to quadratics.

LATIN: Grammar and lessons; selections from Viri Romæ.

SINGING, once a week.

DRAWING: as in English Course.

## SECOND YEAR.

ENGLISH LITERATURE AND RHETORIC: as in English Course.

ALGEBRA: Quadratics, through progressions, one term.

PLANE GEOMETRY: two books, with constructions and original demonstrations, one term.

LATIN: Cæsar, Books I—IV, and selections from Book V; grammar and composition.

GREEK: Grammar and lessons; Xenophon begun; prose composition.

SINGING, once a week.

DRAWING: as in English Course. (Optional.)

PHYSICAL TRAINING, twice a week.

## THIRD YEAR.

ENGLISH: as in English Course.

HISTORY: Greek and Roman, with Oriental connections, three times a week

GEOMETRY: Books III—V, four times a week.

LATIN: Cicero, six orations; Latin composition, five times a week.

GERMAN OR FRENCH: as in Grade B of Scientific Course.

GREEK: Xenophon's Anabasis, Books I—IV; Greek composition.

SINGING, once a week.

DRAWING: as in English Course. (Optional.)

PHYSICAL TRAINING, twice a week.

## FOURTH YEAR.

ENGLISH: as in English Course.

LATIN: Virgil's *Æneid*, I—VI; grammar, prosody and composition.

FRENCH OR GERMAN: as in Grade A of Scientific Course.

GREEK: Homer's *Iliad*, Books I—III; grammar, prosody and composition.

SOLID GEOMETRY AND TRIGONOMETRY, OR ADVANCED ALGEBRA, three times a week.

DRAWING: as in English Course. (Optional.)

PUBLIC SPEAKING, once a week.

## Scientific Course

## FIRST YEAR.

ENGLISH, four times a week.

ALGEBRA: to quadratics.

LATIN: Grammar and lessons; selections from *Viri Romæ*.

BOTANY: one term.

ZOOLOGY: one term.

ENGLISH HISTORY, four times a week.

SINGING, once a week.

PHYSICAL TRAINING, twice a week.

DRAWING: as in English Course.

## SECOND YEAR.

ENGLISH LITERATURE AND RHETORIC: as in English Course.

ALGEBRA: Quadratics, through progressions, one term.

PLANE GEOMETRY: two books, with constructions and original demonstrations, one term.

GERMAN OR FRENCH.

German: Guerber's *Märchen und Erzählungen*, Parts I and II. Elements of German grammar; conversation exercises based on stories and pictures.

NOTE.—Correspondence with pupils in schools of Germany started in this year and continued throughout the course.

French: Frazer & Squair's *French Grammar*, Part I; reading of 150–200 pages of easy French from Guerber's *Contes et Légendes*, Parts I and II; simple composition work and conversation based on texts read; memorizing of brief extracts.

LATIN: Cæsar, Books I–IV; selections from Book V; Latin composition and grammar.

SINGING, once a week.

PHYSICAL TRAINING, twice a week.

DRAWING: as in English Course.

## THIRD YEAR.

ENGLISH: as in English Course.

HISTORY: Greek and Roman, with Oriental connections, three times a week.

GEOMETRY: Books III–V, four times a week.

PHYSICS.

LATIN: Cicero, six orations; Latin composition, five times a week.

GERMAN OR FRENCH, four times a week.

German: Joynes-Meissner's *Grammar*, Part I, completed; Harris's *German Prose Composition* commenced. Reading of 200 pages from texts: *Höher als die Kirche*, *Immensee*, and similar prose; composition based on texts. Dictation; memorizing of brief poems; conversation.

French: Irregular verbs; more advanced work in Part II of Fraser & Squair. Reading of 200–300 pages from such texts as *Le Voyage de M. Perrichon*, *l'Abbé Constantin* and *Colomba*. Composition exercises based on these texts; memorizing of brief poems.

SINGING, once a week.

PHYSICAL TRAINING, twice a week.

DRAWING: as in English Course. (Optional.)

## FOURTH YEAR.

ENGLISH: as in English Course.

LATIN: Virgil's *Æneid* I–VI; grammar, prosody and composition.

GERMAN OR FRENCH, three times a week.

German: Review of grammar. Reading of 250 pages from such texts as *Schwiegersohn*, *Wilhelm Tell*; prose based on *Schwiegersohn*; dictation, memorizing poems.

French: Selections from Part II, Fraser & Squair. Reading of 400-500 pages from such texts as *Les Scènes de la Révolution Française*, *La Tulipe Noire* and *Le Gendre de M. Poirier*. Selected exercises from *François' Advanced French Prose Composition*.

ADVANCED GERMAN OR FRENCH, three times a week. (Elective.)

German: Harris's *Prose Composition*, pages 1-50. Reading of 300 pages from texts: *Ekkehard*, *Hermann und Dorothea*.

French: Reading of 450-500 pages from such texts as *Mlle. de la Seiglière*, *Le Pêcheur d'Islande*, *Le Curé de Tours* and *Bowen's French Lyrics*; special emphasis on sight work. *Résumés* in French of scenes or incidents from the texts studied, given orally or in writing. Selected exercises from Parts I and II of *François' Advanced French Prose Composition*.

#### CHEMISTRY.

SOLID GEOMETRY AND TRIGONOMETRY OR ADVANCED ALGEBRA, three times a week.

DRAWING: as in English Course. (Optional.)

PUBLIC SPEAKING, once a week.

### English Course

#### FIRST YEAR.

ENGLISH: Five times a week. Heydrick: *Types of the Short Story*; *The Odyssey*, *Tales of a Wayside Inn*, selected short poems, *As You Like It* or *Twelfth Night*.

ENGLISH HISTORY, four times a week.

ALGEBRA: to quadratics.

ZOOLOGY, one term.

BOTANY, one term.

SINGING, once a week.

PHYSICAL TRAINING, twice a week.

DRAWING: (department of work optional), twice a week.

Mechanical Course: Use of instruments; lettering; geometric problems; simple orthographic projections.

Freehand Course: Detail drawing; pencil, water color, and crayola studies of plant forms, groups of objects, furniture and interiors of rooms with drill on the principles of representation. Design and color with their application to dress. Lettering. Construction work giving drill in measuring and planning.

BOOKKEEPING: (Elective.)

#### SECOND YEAR.

ENGLISH LITERATURE: *Ivanhoe*, *Julius Caesar*, *Idylls of the King*, *Silas Marner*, *Ancient Mariner*, *Inland Voyage*, *Travels with a Donkey* or *Sketch Book*.

Rhetoric, twice a week. Grammar, twice a week.

ALGEBRA: Quadratics, through progressions, one term.

GEOMETRY: Two books with constructions and original demonstrations, one term.

FRENCH OR GERMAN: as in Scientific Course.

MODERN HISTORY, three times a week.

SINGING, once a week.

PHYSICAL TRAINING, twice a week.

DRAWING: (department of work optional), twice a week.

Mechanical Course: Orthographic projections of more complicated objects and groups; use of auxiliary planes; development of surfaces; intersections, freehand and mechanical drawings of machine details.

Freehand Course: Subjects of previous year continued; greater emphasis on composition, design and color. Problems in house planning, decorating and furnishing.

PUBLIC SPEAKING, once a week.

#### THIRD YEAR.

ENGLISH: Macbeth, Palgrave's Golden Treasury, Iliad, Emerson's Essays, Ruskin's Sesame and Lilies.

HISTORY: Greek and Roman with Oriental connections, three times a week.

PHYSICS.

GEOMETRY: Books III—V, four times a week.

HIGHER ARITHMETIC, three times a week.

FRENCH OR GERMAN: as in Scientific Course.

SINGING, once a week.

PHYSICAL TRAINING, twice a week.

DRAWING: (department of work optional), twice a week.

Mechanical Course: Freehand and mechanical drawing of machinery; details of houses and original house plans; mechanical perspective.

Freehand Course: Study of color, composition and design. Original designs and color schemes applied to craft work: stenciling, wood-block printing and leather work.

PUBLIC SPEAKING, once a week.

#### FOURTH YEAR.

ENGLISH: Speech on Conciliation with America, or Washington's Farewell Address; Macaulay's Life of Johnson, Browning's Shorter Poems, Milton's Minor Poems, Palgrave's Golden Treasury, Bk. IV, Lamb's Essays of Elia.

FRENCH OR GERMAN: as in Scientific Course.

CHEMISTRY.

SOLID GEOMETRY AND TRIGONOMETRY OR ADVANCED ALGEBRA, three times a week.

MEDIEVAL HISTORY, one term. AMERICAN HISTORY, one term.

DRAWING: (department of work optional), twice a week.



Mechanical Course: Problems in machine and architectural drawing.

Freehand Course: Review and drill upon subjects of previous years.

PUBLIC SPEAKING.

### Commercial Course

#### FIRST YEAR.

(As in English Course)

#### SECOND YEAR.

(As in English Course)

#### THIRD YEAR.

GERMAN OR FRENCH, four times a week: as in Scientific Course.

ACCOUNTING, five times a week. Double and single entry, introducing principal and subsidiary books.

COMMERCIAL ARITHMETIC, five times a week. Metric system; interest; stocks and bonds; foreign exchange; building and loan associations.

DRAWING, twice a week: as in English Course.

PUBLIC SPEAKING, once a week.

GEOMETRY, four times a week. Books III—V.

BUSINESS ENGLISH, three times a week.

#### FOURTH YEAR.

ENGLISH, four times a week.

PUBLIC SPEAKING, once a week.

GERMAN AND FRENCH, three times a week: as in Scientific Course.

ACCOUNTING, five times a week. Cost accounting and auditing practice, supplemented by solving practical problems to train the student to construct accounts and financial statements from working data.

STENOGRAPHY AND TYPEWRITING, six times a week. Gregg system: Theory and drill in phonetics. Touch method: Finger drills, precision of touch. Construction of machine.

COMMERCIAL LAW AND BUSINESS CUSTOMS, twice a week. Scope and sources; contracts; agency; bailments.

POLITICAL ECONOMY, twice a week. Government is business; form; pure democracy; citizenship; elections; suffrage; conservation.

DRAWING, twice a week: as in English Course.

PENMANSHIP, twice a week.

#### FIRST YEAR.

##### *Classical.*

Latin, ..... 5 per.  
English, ..... 5 per.  
English History, .... 4 per.  
Algebra, ..... 5 per.

##### *Latin Scientific.*

Latin, ..... 5 per.  
English, ..... 5 per.  
Zoölogy,  $\frac{1}{2}$  year, ... }  
Botany,  $\frac{1}{2}$  year, ... } 5 per.  
Algebra, ..... 5 per.

##### *English.*

English, ..... 5 per.  
Zoölogy,  $\frac{1}{2}$  year, ... }  
Botany,  $\frac{1}{2}$  year, ... } 5 per.  
English History, ... 5 per.  
Algebra, ..... 5 per.



## SECOND YEAR.

<i>Classical.</i>		<i>Latin Scientific.</i>		<i>English.</i>	
Latin, .....	5 per.	Latin, .....	5 per.	Modern History, ....	3 per.
Greek, .....	5 per.	French or German,..	5 per.	French or German,..	5 per.
Math. { Algebra, $\frac{1}{2}$ yr. }	5 per.	Math. { Algebra, $\frac{1}{2}$ yr. }	5 per.	Math. { Algebra, $\frac{1}{2}$ yr. }	5 per.
Math. { Geom'ry, $\frac{1}{2}$ " }		Math. { Geom'ry, $\frac{1}{2}$ " }		Math. { Geom'ry, $\frac{1}{2}$ " }	
English { Literature, }	5 per.	English { Literature, }	5 per.	English { Literature, }	5 per.
English { Rhetoric,.. }		English { Rhetoric,.. }		English { Rhetoric,.. }	
				English { Grammar,.. }	2 per

## THIRD YEAR.

<i>Classical.</i>		<i>Latin Scientific.</i>		<i>English.</i>	
Latin, .....	5 per.	Latin, .....	5 per.	Physics, .....	7 per.
Greek, .....	5 per.	French or German,..	4 per.	French or German,..	4 per.
French or German,..	3 per.	Geometry, .....	4 per.	Geometry, .....	4 per.
Geometry, .....	3 per.	Greek and Roman		Greek and Roman	
Greek and Roman		History, .....	5 per.	History, .....	5 per.
History, .....	3 per.	English, .....	3 per.	English, .....	3 per.
English, .....	3 per.				

## FOURTH YEAR.

<i>Classical.</i>		<i>Latin Scientific.</i>		<i>English.</i>	
Latin, .....	5 per.	Latin, .....	5 per.	History { Mediaeval, }	5 per.
Greek, .....	5 per.	Physics, .....	7 per.	History { American, }	$\frac{1}{2}$ yr.
French or German,..	3 per.	French or German,..	3 per.	Chemistry, .....	5 per.
English, .....	4 per.	English, .....	4 per.	French or German,..	3 per.
Solid Geometry and		Solid Geometry and		English, .....	4 per.
Trigonometry 4, or		Trigonometry 4, or		Solid Geometry and	
Higher Algebra,..	3 per.	Higher Algebra,..	3 per.	Trigonometry 4, or	
				Higher Algebra,..	3 per.

## Commercial Course

## FIRST AND SECOND YEARS.

(As in English Course.)

## THIRD YEAR.

German or French,.. 4 per.  
 Accounting, ..... 5 per. || Commercial Arith., .. | 5 per. |
| Geometry, ..... | 4 per. |
| English, ..... | 3 per. |

## FOURTH YEAR.

English ..... 5 per. || German or French,.. | 3 per. |
Accounting, .....	5 per.
Stenography and	
Typewriting, ....	6 per.
Commercial Law and	
Business Customs,..	2 per.
Political Economy, ..	2 per.
Penmanship, .....	2 per.

NOTE.—In the Senior year, advanced French or advanced German or advanced Latin prose may, by special arrangement, be substituted for certain specified subjects in that year.

NOTE.—Girls may substitute domestic science for drawing in second year of high school course.

NOTE.—The above diagram does not provide for the practice subjects: drawing, physical training, vocal music and public speaking.

REPORTS.—Printed reports of standings are furnished the students, or mailed to the parents at the close of each quarter.

## Model School Registry

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### GIRLS

#### HIGH SCHOOL DEPARTMENT

##### Post Graduates

Bartine, Mary, Asbury Park	Gallagher, Helen*
Fuld, Madelaine R.*	Woodhouse, Edith*
Godley, Eleanor G.*	

##### Senior Class

##### GRADUATES

Ashton, Estelle V.*	Kerns, Emma R.*
Backes, Dorothy*	Maas, Lynetta A.*
Batchelder, Elizabeth, Bristol, Pa.	McCullough, Lillian E.*
Bowman, Eleanor*	Oliphant, Anne McK.*
Chichester, Charlotte, Bordentown	Oliphant, Margaret S.*
Dusinbury, Lois M.*	Pomeroy, Grace L., Bordentown
Engle, Mable E., Yardley, Pa.	Russi, Marie E., Burlington
Fell, Elizabeth S., New Hope, Pa.	Schenck, Wilhelmina S., Princeton
Fine, Olive*	Schoening, Elsa B.*
Frederick, Victoria*	Tatler, Alice P.*
Gretton, Wilma F.*	Thropp, May A.*
Haronian, Caroline*	Titus, Mary Emma, Hopewell
Howell, Ray C., Morrisville, Pa.	Woolverton, Maria P.*
Hunt, Margaret E., Morrisville, Pa.	

##### NON-GRADUATES

Burr, Jane B., Bordentown	Holcombe, Marcia F., Ringoes
Donnelly, Susie L., Bordentown	Korzilius, Marguerite A.*
Fitzgerald, Dorothy A.*	Oliphant, Emma C.*
Greenlee, Esther M., Walloomsac, N. Y.	Warne, Helen I.*
Hankinson, Ruth S., Trenton Junct.	Weaver, Jane, East Orange

##### High School A Class

Bangham, Estella L.*	Brokaw, Ann E.*
Banks, Mary D.*	Brown, Helen*
Boice, Ethel, Griggstown	Bugbee, Florence*

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\*Trenton.

Bullock, Emily W.*	Major, Ruth E., Roebling
Bullock, Helen A.*	McCormick, Elizabeth M., Yardley, Pa.
Case, Marian S.*	Minard, Henrietta E., Berlin
Donnelly, Katherine E.*	Newman, Florence, Yardley, Pa.
Fitzgerald, Frances G.*	Pierson, Marion, Lawrenceville
Gibson, Margaret, Cranbury	Rogers, Helen M.*
Gill, Helen M.*	Satterthwait, Elizabeth H., Cross-wicks
Harris, Emily H.*	Shaw, Madeline W.*
Hendrickson, Hannah L., Lawrenceville	Taylor, Alice C., Bordentown
Hendrickson, Matilda, Lawrenceville	Van Dyck, Mary, Lawrenceville
Howell, Lew A., Morrisville, Pa.	
Jobs, Helen, Port Kennedy, Pa.	

### High School B Class

Bloxham, Margaret W., Southern Pines, N. C.	Martin, Jean G., Beverly
Bowers, Anna M., Groveville	Mason, Edith E., Slackwood
Brearley, Irene H.*	Miller, Dorothy A.*
Brennfleck, Irma.*	Mount, Eva L., Yardville
Brokaw, Margaret N.*	Noonan, Florence C., Yardville
Chichester, Hazel L., Stockton	Owen, Louise H.*
Davis, Idamae L.*	Perrine, Mary L.*
DeVoe, Ida G., Spotswood	Royle, Ethelyn*
Drake, Lillian E.*	Scudder, Miriam F., Titusville
Fitzcharles, Ruth A.*	Sharp, Z. Jean*
Foster, Lydia*	Shaw, Gertrude M.*
Harrop, Helen E.*	Shoemaker, Edith N.*
Kauffman, Christine, Yardley, Pa.	Smith, Geraldine, Lambertville
Kester, Edith, Jacobstown	Sparmaker, Clara S., Yardley, Pa.
Korzilius, Alma L.*	Stover, Rachel P.*
Maas, Cora J.*	Uhl, Mildred E.*
MacLewee, Dorothy E., Yardley, Pa.	Wilkes, Norma G.*
Manning, Frances A.*	Williamson, Anna F., Rocky Hill
Manning, Helen W.*	Woodruff, Grace L., Trenton Junct.
Maple, Helen W.*	Ziegler, Helen M.*

### High School C Class

Agans, Anna G.*	Carter, Ella*
Applegate, Margaret E., Cranbury	Cawley, Ellen, Morrisville, Pa.
Backes, Eleanor H.*	Drake, Dorothy*
Bahrenburg, Lydia M.*	Ely, Lillian B., Cranbury
Barlow, Sara E.*	Errickson, M. Celia, Dayton
Barwis, Millicent A.*	Farrell, Anna M.*
Bonner, Betty B.*	Fell, Edith B.*
Carpenter, Charlotte E.*	Fort, Gertrude T., Trenton Junction

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Gants, Esther, Morrisville, Pa.  
 Glenn, E. Margaret, Penn Valley, Pa.  
 Grover, Gladys L., Trenton Junction  
 Hill, Janet T.\*  
 Howell, Virginia A.\*  
 Hughes, Irma M.\*  
 Hunt, Cora S., Trenton Junction  
 Hunt, Hazel P., Titusville  
 Hunt, Meta E., Titusville  
 Johnson, Catherine M.\*  
 Ketcham, Emily L.\*  
 King, Ruth M.\*  
 LeVine, Mildred E.\*  
 Maas, Helen R.\*  
 Morin, Edna M., New Egypt  
 Price, Mary K.\*

Probasco, Jennie B., Allentown  
 Ribsam, Charlotte A.\*  
 Robinson, Eva B., Groveville  
 Schoening, Irma A.\*  
 Serson, Mary R.\*  
 Simpkins, Helen N., Robbinsville  
 Thompson, Eleanor M.\*  
 Titus, Gladys E., Hopewell  
 VanDerpool, Mina L., Trenton Junct.  
 VanDyck, Penelope, Lawrenceville  
 Walch, Laura M.\*  
 Woolman, Alice E., Yardley, Pa.  
 Wright, Florence C., Yardley, Pa.  
 Wright, Marion E.\*  
 Yard, Elizabeth\*

### Specials

Case, Helen\*  
 Moore, Ella\*

Oliphant, Roberta\*  
 Schermerhorn, Esther\*

## GRAMMAR SCHOOL DEPARTMENT

### Grammar A Class

Abbott, Helen R., Bristol, Pa.  
 Barwis, Margaret\*  
 Blakely, Kathryn H.\*  
 Brown, Elizabeth\*  
 Carver, Nellie H., Yardley, Pa.  
 Clark, Barbara K.\*  
 Clark, Helen G.\*  
 Dinsmore, Dorothy S., Lansdowne,  
 Pa.

Dippolt, Marjorie\*  
 Kite, Marion\*  
 Noonan, Laura A., Yardville  
 Runyan, Elizabeth H., Bristol, Pa.  
 Satterthwait, Jennie H., Crosswicks  
 Stevenson, Isabelle\*  
 Wilson, Dorothy J.\*

### Grammar B Class

Agar, Olivia\*  
 Atkinson, Alice N.\*  
 Biles, Hazel\*  
 Bowman, Elizabeth\*  
 Brampton, Marjorie W.\*  
 Burke, E. Marie, Hamilton Square  
 Cawley, Susan, Morrisville, Pa.  
 Cheyney, Margaret\*  
 Cook, Margaret G.\*  
 Destribats, Derise\*

Ellis, Carrie S., Crosswicks  
 Fell, Alice M.\*  
 Hart, Luella L.\*  
 Hidalgo, Rose, Philadelphia, Pa.  
 Kerney, Katherine J.\*  
 Mann, Margaret\*  
 Martindell, Diane\*  
 Metzger, Adele\*  
 Myers, Mildred\*  
 Reeger, Anabel\*

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\*Trenton.

Rose, Eva\*  
 Satterthwait, Ethel, Crosswicks  
 Schnepf, Charlotte\*  
 Serson, Sally\*  
 Shick, Hannah\*

Styer, Bessie\*  
 Warren, S. Elizabeth\*  
 Wilson, Sarah P.\*  
 Woolverton, Jean\*

#### Grammar C Class

Barwis, Grace\*  
 Blackwell, Katherine\*  
 Christopher, Lida S.\*  
 Dinsmore, Alice G.\*  
 Long, Elizabeth D.\*  
 Oliphant, Margaret\*  
 Satterthwait, Anna, Crosswicks  
 Sigler, Christobel\*

Taylor, Doris M.\*  
 Taylor, Lucille E.\*  
 Thropp, Kate M.\*  
 Trimmer, Vera, Titusville  
 Updike, Adeline E.\*  
 Wikoff, Eleanor E., Wilkes-Barre, Pa.  
 Wyckoff, M. Katherine\*

#### Grammar D Class

Ambrose, Gwynneth N.\*  
 Barwis, Constance\*  
 Fell, Bettie J.\*  
 Hildebrant, Melissa\*  
 Knowles, Mary M.\*  
 McDermott, Janet\*  
 Moon, Helen T.\*

Reeves, Dorothy\*  
 Satterthwait, Harriet W., Crosswicks  
 Stretch, Ethel R.\*  
 Taylor, Lorna S.\*  
 VanDyck, Florence, Lawrenceville  
 Worthington, Evelyn B.\*

### PRIMARY DEPARTMENT

#### Fourth Year

Blackwell, Susanne\*  
 Bugbee, Catherine\*  
 Cary, Dorothy\*  
 Cole, Catherine Y.\*  
 Dalrymple, Olive L.\*

Gill, Alice M.\*  
 Harris, Mary.\*  
 Ledden, Elizabeth G.\*  
 Myers, Hazel J.\*

#### Third Year

Anderson, Marian\*  
 Burr, Eleanor\*  
 Clark, Mary B.\*  
 Dorsett, Mildred\*  
 Elliot, Mary\*  
 Forsythe, Dorothy\*  
 Holcomb, Katherine\*  
 Johnson, Beatrice\*

Leavitt, Constance\*  
 Long, Anna\*  
 Magowan, Elizabeth\*  
 Pfister, Gladys\*  
 Reynolds, Elizabeth W.\*  
 Speeler, Ellen\*  
 Wilts, Margaret\*  
 Woodhouse, Adele E.\*

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**Second Year**

Blackwell, Elizabeth*	Lee, Ella L.*
Brown, Elizabeth*	Murray, Virginia*
Cole, Anna*	Oakley, Mary*
Davis, Gertrude S.*	Scammell, Helen S.*
Hawke, Isabelle*	Schwarz, Eleanor*
Hildebrecht, Marjorie*	

**First Year**

Atkinson, Cynthia*	Ivins, Elizabeth H.*
Braithwaite, Mary*	Jenkins, Marion E.*
Garrison, Edith G.*	Skirm, Charlotte M.*
Haas, Dorothy J.*	Walters, Florence*
Holcomb, Mary F.*	Wright, Dorothy F.*
Huhn, Ada R.*	

**SUMMARY**

Whole number enrolled during the year.....	280
Registration for first quarter .....	261
Registration for second quarter .....	263
Registration for third quarter .....	255
Registration for fourth quarter .....	252
Average quarterly enrollment .....	258

**BOYS****HIGH SCHOOL DEPARTMENT****POST GRADUATES**

Belville, Robert C., Yardley, Pa.	Hyde, Frank, Camden
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**Senior Class****GRADUATES**

Ashton, Russell H.*	Newell, Norman A., Allentown
Bickel, Frank H.*	Roberts, Wardell W., Yardley, Pa.
Covert, William H.*	Rue, Wilbur F., Allentown
Fearon, Carroll D., Oneida, N. Y.	Van Horn, Earl M., Lambertville
Kauffman, Virgil, Yardley, Pa.	White, Kenneth B., Morrisville, Pa.
Malloy, Paul A., Lambertville	

**NON-GRADUATES**

Eldridge, Russel*	Reppe, Charles C., Jr.*
Norris, F. James*	Thropp, John E., 3d.*

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**High School A Class**

Anderson, Walter, Neshanic	Mautz, Karl A., Philadelphia, Pa.
Caldwell, Robert K., Jr.*	Morin, Charles B., New Egypt
Cooley, Paul F.*	Mumper, Conrad H.*
Cortissoz, Charles*	Perry, Willard P., Titusville
English, Howard*	Scammell, Charles H., Trenton Junction
Forst, Arthur D., Jr.*	Scranton, Sereno S.*
French, LeRoy, Mountain Lakes	Sprague, Lester J., Allentown
Fritz, Raymond R.*	West, H. Herbert, Robbinsville
Hill, William H., Hopewell	Wilson, Paul L.*
Huff, Morris, Yardley, Pa.	
Jamieson, W. M., Jr.*	

**High School B Class**

Allen, William*	Mackenzie, Joseph W., Jr.*
Baldwin, Frank C., Bristol, Pa.	Manning, John W.*
Borden, Roland, New Hope, Pa.	Manser, Harold M.*
Cornwall, Hamilton O., Williams-ville, N. Y.	Oblinger, Fred, New Hope, Pa.
Dilts, Charles H.*	Poole, Hobart B., Lawrenceville
De Cou, Samuel*	Serson, Charles McD.*
Fisher, Edward*	Silvers, Lester, Ewing
Frederick, George F.*	Stewart, George, Jr., Tuxedo, N. Y.
Kirkham, Milton*	Tatler, Philip*
	Willard, Russell, Yardley, Pa.

**High School C Class**

Applegate, Francis*	Hellings, Charles E., Yardley, Pa.
Arnold, Rutherford, Trenton Junct.	Higgins, James L., Bordentown
Bills, Fred, Bordentown	Jackson, Merrick*
Bugbee, Albert*	Josende, James, New York, N. Y.
Cook, C. Frederick, Yardley, Pa.	Kauffman, Hector, Yardley, Pa.
Dithridge, Edward, Morrisville, Pa.	Lawrence, Ernest, Bristol, Pa.
Dalrymple, Neil*	Mackenzie, Herbert*
Drake, Eugene, Ewingville	McCue, Edward*
Exton, John*	Randolph, Archie*
Focht, Doster*	Rogers, Arthur M.*
Fritz, Clarence*	Secor, Dana, Trenton Junction
Gardinor, Nelson*	Thropp, James*
Harker, Earl T.*	Voorhees, Raymond D.*
Hart, John L., Scudder's Falls	

**Specials**

Bates, Thomas L., Wilmington, Del.	Moffat, John W.*
Carson, Clarence W., Tullytown, Pa.	Varona, Bernabe, Cuba
Machado, Jose L., Cuba	

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**GRAMMAR SCHOOL DEPARTMENT****Grammar A Class**

Atkinson, Robert M.*	Meagher, Edgar*
Bodine, Robert*	Morgan, Alvin*
Duggan, Frederick L.*	Rogers, Ronald R.*
Henney, Charles*	Rose, Ledger*
Jones, Clifford, Slackwood	Royal, Horace, Jr.*
Kendall, Francis L., Millville	Roxbury, Theodore, Jr., Brooklyn
Kerney, Thomas L.*	N. Y.
Leavitt, Lyman*	Shalters, Francis*
Major, William, Roebling	Schwarz, Irwin*

**Grammar B Class**

Armstrong, Malcolm, Lambertville	Huddy, Edwin R.*
Bangham, Joseph F.*	Knowies, George J.*
Banks, Robert E.*	Lancon, Raymond R.*
Benson, Douglas H.*	McCullough, John H., Jr.*
Cook, George R.*	Manser, John A.*
Dinsmore, Benjamin B.*	Neary, John S.*
Doyle, Herbert N.*	Newbeck, Henry W.*
Gummere, Philip P.*	Owen, Horace T.*
Hawke, Edward K.*	Parker, Lewis M.*
Hawkes, Milton H., Brooklyn, N. Y.	Roebing, Robert C.*
Hewitt, Edward C.*	Rogers, Stanley L., Bradley Beach

**Grammar C Class**

Carlsson, Harry*	Kulp, William S., Jr.*
Freeman, Ivan W.*	Mackenzie, Thomas A.*
Gordon, Lewis H.*	Manser, Edwin*
Harker, Frank*	McAdams, Frank*
Hildebrant, Lewis*	Parry, William*
Kenner, Frank R., Bordentown	Smith, Carlton*

**Grammar D Class**

Clark, Leon F.*	Secor, Donald T., Trenton Junction
Gill, J. Goodner*	Slep, William H.*
Gray, Douglass L.*	Thropp, Peter E.*
Miller, Alden H.*	

**PRIMARY SCHOOL DEPARTMENT****Fourth Year**

Ake, J. Chester*	Maxwell, Robert C.*
Burroughs, Edward F.*	Neary, Robert C.*
Destribats, Jacques*	Smith, Paul, Lambertville
Dorsett, William H.*	Thompson, John*
Fell, Alton S.*	Waller, Sigurd R.*

\*Trenton.

**Third Year**

Altemus, Sterling\*  
 Dixon, Robert\*  
 Farrell, William\*  
 Huddy, Lester\*

Lea, Charles\*  
 Voorhees, Edmund\*  
 Wagner, Constantine\*  
 Wyatt, Maurice\*

**Second Year**

Atkinson, James\*  
 August, John, Jr.\*  
 Hopper, William van D.\*  
 Metzger, Karl\*  
 Owen, Thomas\*

Parker, Clinton\*  
 Stearn, Sidney B.\*  
 Stretch, David\*  
 Williams, Charles H., Jr.\*

**First Year**

Ambrose, Robert S.\*  
 Barwis, Charles P.\*  
 Benson, Roger S.\*  
 Bradbury, Harry\*  
 Cole, George M.\*  
 Cooper, Jonathan\*  
 Curtis, James I.\*  
 Fell, Henry R.\*

Hopper, Richard T.\*  
 Lavine, Samuel\*  
 Moon, Arthur E.\*  
 Poinsett, Carl J.\*  
 Scammell, William\*  
 Speeler, W. Earl\*  
 Staples, Marcus M., Trenton  
 Junction

**Summary**

Whole number enrolled during the year.....	189
Registration for first quarter.....	184
Registration for second quarter .....	179
Registration for third quarter .....	179
Registration for fourth quarter .....	175
Average quarterly enrollment .....	179

**INDIVIDUAL MUSIC COURSES REGISTRY****Piano, Voice and Violin**

Albertson, Marjorie B., Delaware  
 Anderson, Edith\*  
 Applegate, Virginia\*  
 Applestein, Sadie\*  
 Appleton, Mattie\*  
 Ashton, Estelle\*  
 Backster, Edna\*  
 Bailey, Alice\*  
 Bailey, Elizabeth\*  
 Baily, Harriet T.\*  
 Bailey, Stella\*

Ball, Herbert\*  
 Barlow, Sumner\*  
 Barwis, Grace\*  
 Barwis, Millicent\*  
 Bergen, Mr. J.\*  
 Berkelhammer, Anna\*  
 Berlin, Florence\*  
 Bernstein, Sadie\*  
 Borden, Roland, New Hope, Pa.  
 Bradshaw, Mrs. J.\*  
 Brecht, Mr. C. L., Bordentown

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\*Trenton.

Brettell, Mr. J., Bordentown  
 Briggs, Edna M., Princeton  
 Bronson, Bertrand, Lawrenceville  
 Brown, Elizabeth\*  
 Brown, Helen\*  
 Buckley, Frank\*  
 Bullock, Helen\*  
 Burd, Lucy H.\*  
 Burke, Marie, Hamilton Square  
 Burroughs, Arthur T., Cranbury  
 Burroughs, Edward\*  
 Butterfield, Harry, Bordentown  
 Carroll, Martin, Lawrenceville  
 Carton, Margaret\*  
 Case, Marian\*  
 Chatten, Emily\*  
 Cheshansky, Rose, Perth Amboy  
 Clegg, Mr. C. E.\*  
 Conners, Miss M.\*  
 Convery, Miriam\*  
 Cook, Carrie, Dutch Neck  
 Crooks, Mr. J. G.\*  
 Cullen, Robert E.\*  
 Davies, Miss M. P., Bordentown  
 Davis, Idamae\*  
 Dennis, Anna M.\*  
 Develin, Elizabeth\*  
 Dey, Russell\*  
 Dilts, Mr. O. H., Ringoes  
 Dorety, Mary\*  
 Drugan, Grace\*  
 Dulles, L. Harrison, New York  
 Eck, Ada\*  
 Eisely, Lorrana\*  
 Ernst, Elizabeth, South Amboy  
 Estlow, Laura, Hamilton Square  
 Farrier, Elta, Jersey City  
 Fetter, Marjorie, Hopewell  
 Fiestal, Marion, Highstown  
 Finkle, Isador\*  
 Fischer, Ruth\*  
 Fisher, Edward\*  
 Fisher, Mary, Lambertville  
 Fletcher, Grace B.\*  
 Freeman, Selma\*  
 French, Madeleine, Vincentown

Fuhrman, Elizabeth\*  
 Gallena, Blanche, Glenmore  
 George, Elizabeth\*  
 Gillinsky, Pauline\*  
 Gill, Helen\*  
 Hirschfield, Max\*  
 Green, Anna\*  
 Groth, Freda\*  
 Grover, Gladys, Trenton Junction  
 Hawke, Edwin\*  
 Hawke, Mrs. E. S.\*  
 Hawk, Isabel\*  
 Hicks, William, Denver, Colo.  
 Hogan, Helen\*  
 Levin, Edith\*  
 Levin, Isador\*  
 Levin, Max\*  
 Lewis, Lillian\*  
 Lewis, Mattie\*  
 Lewis, Max\*  
 Linsky, Grace, Carteret  
 Litt, Miss E. C.\*  
 Litt, Miss M. G.\*  
 Lukins, Helen\*  
 Lutgarten, Paul\*  
 Mackey, Emily\*  
 Macoskie, Mrs. George, Princeton  
 Mahoney, Albert\*  
 Mahoney, Edward\*  
 Majeski, Edward\*  
 Manning, Helen\*  
 Marks, Harold\*  
 Martin, Louise, Millstone  
 Martindell, Diane\*  
 Mathews, Henrietta W., Wharton  
 McCue, Miss K. T.\*  
 McKisack, Miss C., Fieldsboro  
 Merrill, Katharine S.\*  
 Maloney, Loretta\*  
 Moore, Kenneth W.\*  
 Neubeck, William H.\*  
 Neumann, Alvin, Morrisville, Pa.  
 Oestreich, Mrs. Stella\*  
 Onderdonk, Laura, Denver, Colo.  
 Parry, William, Trenton Junction  
 Parry, Mrs. W. D.\*

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\*Trenton.

Furvis, Miss R.*	Stevenson, Elizabeth*
Perrine, Mary Louise*	Styer, Bessie*
Pharo, Rebecca, Hurffville	Tatler, Alice*
Phillips, Beatrix*	Taylor, Alice, Bordentown
Pierson, Grace, Lambertville	Hogan, John*
Poole, Elliott*	Hogan, M. F. L.*
Popkin, Anna*	Hollenbeck, Grace, Princeton
Popkin, Laura*	Hortman, Karl*
Powner, Francis*	Hughes, Ir. a, Hamilton Square
Pratt, Miss E.*	Hutchinson, Mrs. J. H., Bordentown
Pullen, Rita*	Hutchinson, Miss M. I., Lawrenceville
Radford, Miss M. G.*	Hymes, Isador, Bordentown
Rainear, Bertha, Bridgeton	James, William*
Raum, Milton, Palmyra	Jammer, Miss M.*
Reegar, Annabell*	Jester, Gladys, Morrisville, Pa.
Reed, Albert, Hamilton Square	Kaminski, Mildred, W. Collingswood
Reed, Edna, Hamilton Square	Kaplan, Mary*
Reed, Ethel*	Kerney, Thomas*
Rhodes, Edith*	Kish, Elizabeth*
Rich, Mary*	Koechlin, Anna
Rigan, A. J., Lawrenceville	Kohn, Sadie*
Rittman, Carl*	Koven, Rudolph, Weehawken
Robbins, Beulah*	Kreuger, Miss P.*
Roberts, Anna*	Kreuger, Ruth*
Roberts, Evan T., Lambertville	Lair, Estelle*
Roberts, Herbert, Lambertville	Lawshe, Annette*
Rockhill, Willard*	Lavinthal, Henry*
Rose, Alvin*	Lea, Elizabeth*
Rose, Eva	Lee, Arnette, Flemington
Rosen, Sydney	Leming, Anna, Allentown
Sacarny, Rose	Leonard, June, Keyport
Saperstein, John*	Taylor, Blanche, Morrisville, Pa.
Sharp, Jean*	Taylor, Helen, Bristol, Pa.
Scherer, Leland*	Taylor, Ralph*
Schoening, Elsa*	Thompson, Eleanor*
Schoening, Irma*	Thropp, John E. III*
Schroth, Raymond*	Titus, Gladys, Hopewell
Schultz, John*	Titus, Maude, Hopewell
Sievers, Nelchen, Bordentown	Tomlinson, Evelyn*
Shiom, Anna*	Van Dyck, Mary, Lawrenceville
Shreve, Mrs. M., Bordentown	Vogel, Marie, Manasquan
Sinclair, D. Hartley*	Wagner, Miss M.*
Singer, Rose*	Walker, Miss M.*
Smith, Wallace, St. Louis, Mo.	Walsh, Mr. F. B.*
Steane, Granville*	Warren, Alma*
Steifold, Miss R. V.*	Warter, Peter*

\*Trenton.



Wassell, James*	Wolf, Carolyn*
Wayman, Mrs. B. R.*	Wood, Howard R.*
Weier, Edward*	Woolverton, Maria*
Wells, Mildred*	Young, Helen, Lawrenceville
Whitcomb, Bertha, Dutch Neck	Young, Miss*
Wirtschafter, Rita*	

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Trenton.

## Instructions to Boarding Pupils

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Students are not permitted to board elsewhere than at the dormitories, excepting by permission of the Principal. This permission is limited to boarding with near relatives, or friends under very special circumstances.

### Necessaries

Girl boarders should have overshoes, umbrellas and waterproof cloaks. Men boarders should have overshoes, umbrellas and slippers. Each boarder should be provided with a napkin-ring, and two clothes-bags distinctly marked with his or her name.

Girls should be provided with gymnasium suits, which they may bring with them, or which may be secured through the physical training instructor at about \$4 cost. This suit should be made of navy-blue cashmere or alpaca or fine serge, and consist of bloomers and a blouse with very loose sleeves.

Men should be provided with a gymnasium suit of the school colors, consisting of navy blue trousers, long or short, and blue shirt or jersey with gold trimmings, and black canvas slippers.

Each boarder should be provided with bath towels.

Students electing the Domestic Science course should be provided with plain white shirt waists and skirts, and white bib-aprons.

### Government

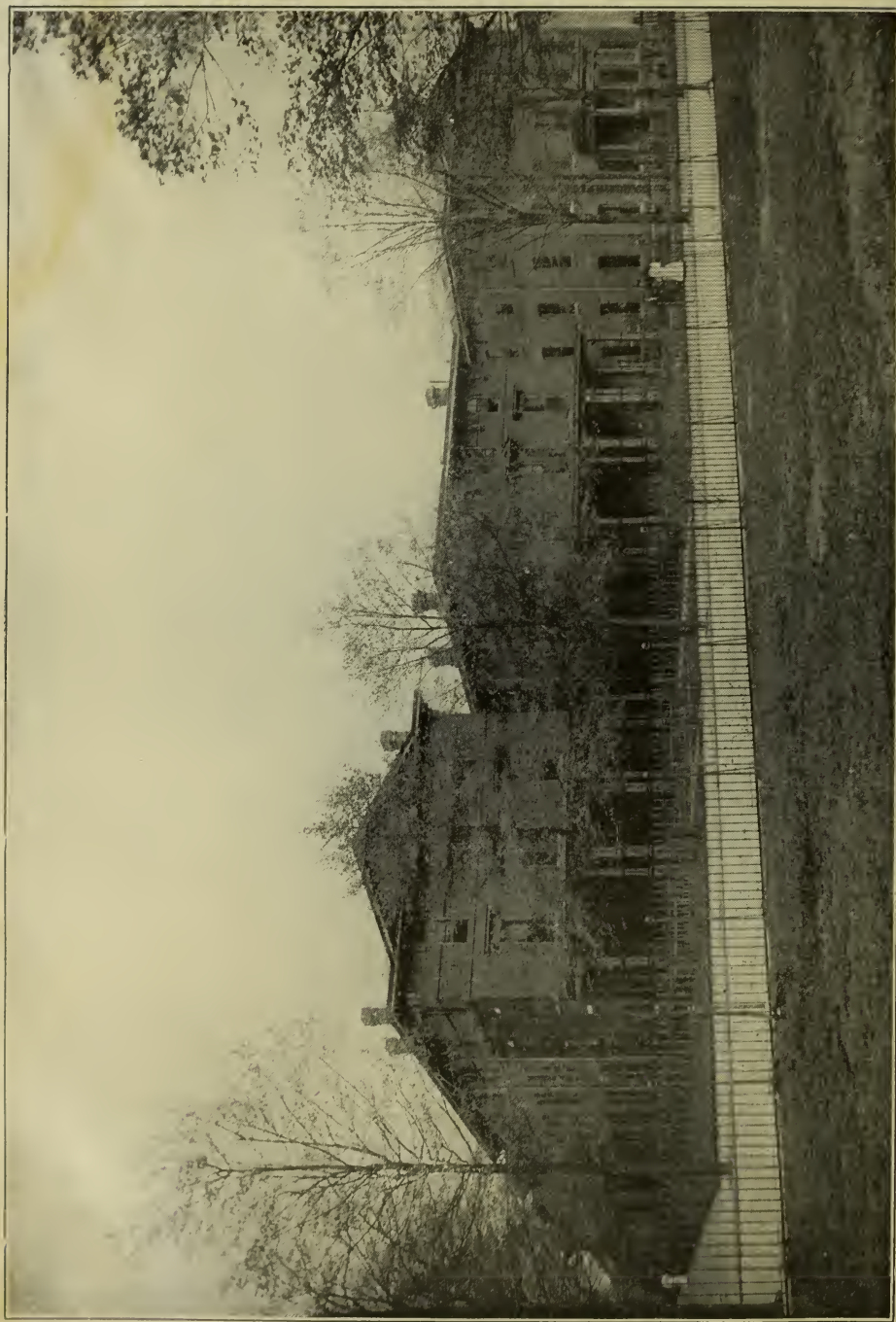
In the Boys' Hall a Preceptor, and in the Girls' a Preceptress attend to the discipline and all the regulations governing the students in the halls, looking after their habits of study, recreation, amusement, absence, library rules, the assignment of rooms, etc.

### Restrictions

The young ladies are not permitted to go into town except at stated times. All are expected to take exercise at the appointed times. No one is permitted to be absent during study hours without accepted excuse. Pupils are not permitted to visit home or leave Trenton during term-time excepting for urgent reasons, and then on the written application of the parent, signed by the Principal.

Pupils are expected to be governed by the specific rules of the halls, at all times deporting themselves as gentlemen and ladies, avoiding questionable practices, such as the use of tobacco, vulgarity or rudeness of any kind. Frequenting liquor saloons or places that are not respectable will be deemed just cause for suspension. Students will be held responsible and required to pay for any damages to the school property by themselves or their visitors. For hygienic reasons, students will not be permitted to bring or receive from home any eatables excepting fresh fruit.





*North Hall.*

*Center Hall.*  
BOARDING HALLS.

*South Hall.*

Previous to holidays and vacations the school closes at 12 M. Students will not be permitted to leave before this hour for shopping or other purposes, as the school must be kept intact until the regular time for closing, and the afternoon affords time to reach any part of the State.

Persons not wishing to comply with the above conditions are earnestly requested not to make application for admission to the school.

#### **Arrivals**

Students will not be received at the Boarding Halls until the day before the opening of the term, namely, Tuesday, September 4, 1917, or Monday, February 3, 1918. Students intending to board at the halls should come on the day before the opening of the term, that they may get their rooms arranged, and be ready for work the following morning. This applies to old students as well as new ones. On arriving at the station, the student should give his check for baggage to the local expressman, who will deliver all baggage at moderate terms, and then proceed directly to the Boarding Halls, which are located on Clinton Avenue, but a short distance from either of the main stations. From the Clinton Street Station of the Pennsylvania Railroad the halls are distant but three blocks. From the Reading Station, on Warren street, the electric cars run to the corner of State and Clinton streets, about two blocks from the Schools.

#### **Guests**

When there is room, guests of students will be entertained at the halls at a cost of \$1 per day.

#### **Religious Services**

The student or his parents should name his denomination, and the student attend the morning service and Sunday-school of the church of that denomination designated by the school.

#### **Appointments**

Persons living at a distance, and desiring to meet the Principal on business, should make an appointment before coming to the school, as his duties sometimes compel his absence from the schools.

#### **Boarding Halls**

The boarding halls are substantially fitted up. They are strictly cared for in all sanitary matters, and are provided with baths. The sleeping-rooms are furnished with Brussels carpet or rugs, hard-wood bedroom sets, are lighted by electricity, heated by steam, and their walls nicely papered. All bedding and towels, except bath towels, are furnished.

The older students are given choice of rooms. Neither the rooms selected before the close of school by the old students nor those reserved for new students will be held longer than the third day after the opening, unless by special arrangement.

The halls are closed during the Christmas and Easter vacations.



### Statement of Physical Condition

In order to assist the officers of the school in their endeavor, not only to guard against the occurrence of illness among the pupils, but also to make vigorous men and women of them, parents are requested to provide the students with answers, as fully as possible, to the following questions:

Age:

Birthplace:

Nationality:

If father is dead, what was the cause of death?

If mother is dead, what was the cause of death?

Which does he (or she) most resemble, father's or mother's family?

Is his (or her) general health good?

Has he (or she) always had good health?

What hereditary diseases are in the family?

What children's diseases has the pupil had?

Has he (or she), within two weeks, been exposed to any contagious diseases, and if so, what?

Has he (or she) been vaccinated, and if so, when?

Are the eyes in good condition?

Check (X) such of the following diseases as he (or she) is subject to:

Boils, jaundice, dizziness, sleeplessness, rheumatism, dyspepsia, bilious attacks, habitual headache, skin eruptions, cold in head or throat.

Have you any information to give as to his (or her) general health, or as to any particular tendencies to be guarded against?

### Laundering

The laundering is included in the price for board.

Each student is limited to twelve pieces per week, exclusive of handkerchiefs. A moderate charge is made for anything further.

All clothing must be distinctly marked with the owner's name. Payson's indelible ink should be used in marking, as it is about the only kind that will not wash out.

### Board

A good, substantial, wholesome living is provided. While the food is plain, it is of the best quality. The halls have their own bakery, and the cooking and baking are of the best.

The following bill of fare will give a good general idea of the living. The housekeeper exercises her taste in adding as much variety as practicable.

### Menu

#### BREAKFAST

White bread, and either oatmeal, hominy or corn bread,  
sometimes Graham bread.

Potatoes, meat, eggs or fish.

Coffee or milk.

The sick are furnished with toast, or any reasonable specialty.



LUNCHEON.

Bread or rolls.

Tea.

A fruit of the season.

Cold meat.

Cheese.      Cake.      Milk.

DINNER.

Meat, either roasted or fried.

Three vegetables.

Dessert always. Usually ice cream on Sundays.

## RATES

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### Boarders

Matriculation cards are purchased which serve as receipts for payment of accounts, and are shown to the teachers as titles for admission to classes.

All boarders should purchase matriculation cards on or before the opening day of each quarter.

There are in each school year two terms of two quarters each, making four quarters of about ten weeks each.

Rooms must be engaged FOR THE TERM unless otherwise provided.

Model pupils pay for a double room, two persons in the room, \$65 per quarter, namely, \$50 for board and \$15 for tuition and books.

Normal pupils, for a double room, two persons in the room, men, \$52.50 per quarter for board; women, \$50 for board.

For a room alone, or for a large double room with single beds, two in a room, there is an extra charge of \$5 per quarter.

These charges cover all expenses, including laundering.

Pupils who enter within three weeks of the beginning of the quarter, are chargeable for the whole quarter.

Pupils who are absent from the Boarding Halls by permission, on account of sickness or for other unavoidable cause, for three weeks or more at one time will be given a drawback of \$3.00 a week for board. No reduction in tuition charges will be made for absence of less than a quarter.

Students who are ill with contagious diseases are removed to the school infirmary for contagious diseases, and are charged extra for a trained nurse.

In case of expulsion from the school there will be no drawback.

### Model Day Pupils

Model day pupils should purchase matriculation cards as soon as they know their classification, on or before the first day of October, the first quarter, and on or before the first day of each succeeding quarter.

The charges for day pupils in the Model School, for tuition and use of books are as follows, per quarter:

Primary, Kindergarten and first year, .....	\$7.00
Primary, second year, .....	8.00
Primary, third year, .....	9.00
Primary, fourth year, .....	10.00
Grammar School, D, .....	12.00
Grammar School, C, .....	13.00
Grammar School, B, .....	14.00
Grammar School, A, .....	15.00
High School, .....	16.00

No reduction in tuition charges will be made for absence of less than a quarter.

### Music

For students attending other courses in the schools, lessons in singing, piano or violin, with piano for practice, per quarter, \$11.50	
Without piano for practice, per quarter, .....	10.00
For those taking music lessons only, per quarter, .....	12.00
Class lessons in harmony, counterpoint and musical theory, per quarter, .....	2.00
Individual instruction in harmony, counterpoint and musical theory, per quarter, .....	12.00
Use of piano without lessons, per quarter, .....	3.00
Lessons in playing banjo, mandolin or guitar, per quarter, ...	6.00
Membership in Mandolin Club, per quarter, .....	1.50

A quarter includes nine lessons.

Pupils wishing to discontinue lessons must give notice at the end of a quarter. The full charge for a quarter will be made if any of the lessons are taken, but opportunity will be given for making up lessons unavoidably missed.

Make all checks payable to State Normal School at Trenton, and send to John S. Neary, Steward, Box 336.

## CALENDAR

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NOTE.—The Model School will open Tuesday, September 11, 1917, and close (for all classes except the Senior) Friday, June 21, 1918.

### QUARTERS

#### 1916-1917

First—October 2 to December 4.

Second—December 4 to February 13.

Third—February 13 to April 18.

Fourth—April 18 to June 22.

#### 1917-1918

First—September 4 to November 12.

Second—November 12 to February 5.

Third—February 5 to April 22.

Fourth—April 22 to June 28.

Awarding of diplomas to the Normal February Class of 1917, February 9. Spring term of 1917 opens Tuesday, February 13. Boarders received Monday, February 12.

Spring vacation, 1917, 12 M., Thursday, April 5, to 10:30 A. M., Wednesday, April 11.

Entrance examinations for September, 1917, will be held at the Normal School June 4, 5 and 6.

Model Commencement, Thursday, June 21.

Normal Commencement, Friday, June 22.

Alumni Day, Saturday, June 23.

Fall term of 1917 opens 8:55 A. M., Wednesday, September 5. Boarders received Tuesday, September 4.

Spring term of 1918 opens 8:55 A. M., Tuesday, February 5. Boarders received Monday, February 4.

The schools will close on Thanksgiving and the day following, and Memorial Day.

Christmas vacation, 1917, Friday, December 21, 12 M., to 10:30 A. M., Wednesday, January 2, 1918.

New classes in the Normal School begin in September and February.

No person will be received into the Normal School after the opening of any term, unless by exceptional arrangement made previous to the dates of the opening.

Model pupils should enter at the beginning of terms, but may be received at other times.















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